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ABSTRACT

This eighth grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. This unit focuses on the history of African-Americans. Specific student inquiry areas include the history and culture of African-American in Ghana, Mali, Songhay and the United States. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

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AFRICAN AMERICANS

GRADE EIGHT, UNIT THREE

8.3A&B

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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INTRODUCTION TO THE CURRICULUM OF GRADE EIGHT

Scope of the Curriculum of Grade Eight

The basic purpose of the eighth grade course of study is to see American history through the eyes of five ethnic groups who peopled the country and contributed to its present way of life. After students complete their investigations, it is hoped that they will be able to view basic events in the story of the American nation from several viewpoints and that they will recognize the cultural, political, and social roots of some of America's current problems and areas of tension. As a result of their study, it is hoped that the students will also be better able to help their country become a vital nation which takes pride in its diversity and actively seeks to promote it.

The six units which are planned for grade eight are:

8.1 Indian Americans
8.2 European-Americans
8.3 African-Americans
8.4 Hispano-Americans
8.5 Asian-Americans
8.6 Americans through Foreign Eyes

INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

AN OUTLINE OF A TEACHING STRATEGY

PHASE	PURPOSE
I. Introduction	Motivation of students exposed to using Filmstrips, records and books.
II. Raising Questions	Listing students' questions about the African American.
III. Categorization of questions by students	Organization of ideas. Experience in critical thinking.
IV. Read introduction to a Glorious Age in Africa and/or The Negro Pilgrimage in America.	To reinforce the importance of the African American.
V. Forming instructing committees	Grouping for social or psychological ends. Placement of responsibility for learning upon the shoulders of students for oral presentation pertaining to the African American.
A. Tasks	To let student know they are defining, pursuing, and reporting their own study to create a better understanding of the African American.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information to reinforce the importance of the African American.

PHASE	PURPOSE
VI. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VII. Committee Reports	To develop and rehearse the presentation to the class.
VIII. Perspective and Overview	To hear the reports of each committee which has sought answers to the questions of the class.
IX. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
X. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.

MINIMUM ESSENTIAL MATERIALS

Resource	Teacher	Pupil	Price
1. A Glorious Age in Africa, Chu Daniel and Eliot Skinner, Doubleday and Co., New York, 1965, @ $1.45 each	1	35	$52.20
2. The Negro Pilgrimage in America, E. Eric Lincoln Bantam Books, New York, 1967. (Paperback "Pathfinder" edition @ .60¢ each)	1	35	$21.60
3. The History of Black America, Series No. U300, Universal Education and Visual Arts, 221 Park Ave. South, New York, N.Y. 10003	1		
4. The Search for Black Identity: Proud Heritage from West Africa, Guidance Associates of Pleasantville, N.Y.	1		
5. The Black Odyssey: Migration to the Cities Guidance Associates of Pleasantville, N.Y.	1		
6. Black Guardians of Freedom: A perspective on the Black Presence in America, produced by your local Coca Cola Bottlers.	1		
7. Black Treasures: A Guide to the Study of Negro Life and History, produced by your local Coca Cola Bottler.	1		
8. American Negro Folk and Work Song Rhythm, Ethnic Folkways Library FC 7654, Folkway Record and Service Corp., New York.	1		
9. African Drums, Ethnic Folkways, Library FE 4502 A.B., Folkways Records and Service Corp., New York	1		

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GLORIOUS AGE IN AFRICA

8.3 A

Specific Objectives

I. To determine the extent to which children are aware of the fact that the Black Man did not originate in the Northern Hemisphere.

II. To examine the origin of the Black Man in Ghana, Mali, and Songhay and how his line of descendants directly affected the modern Black Man of Today.

III. To ascertain the legends, inventions, cultures, religions, and economic systems of the Western Sudan compared with the European American from the Ninth - 20th Century

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OBJECTIVES

1. Ghana was located in Western Sudan.
2. Ghana was made up of the Soninkes which was a group of related tribes.
3. It took several hundreds of years for Soninkes tribes to become a country with a chosen king.
4. Ghana had a complex political system consisting of laws, courts of justice and appeal, with jurisdiction over thousands of villages.
5. Ghana controlled the gold fields of Wangara.
6. Because of the gold fields and the people's need for salt that trade was soon established with the countries to the north.
7. With the flow of trade came also the flow of ideas, and the Moslem religion was spread into Ghana.
8. Ghana was trade center of West Africa.
9. King ruled Ghana, and he was considered military chief, religious leader and chief of justice.
10. Practiced matrilineal principle of succession (King succeeded by sister's son).
11. Koumbi, capital of Ghana was busiest market place of West Africa.
12. Basically a pagan state, worshipping Oagdou-bida, a serpent.
13. Government supported by Taxation of all goods traded in Ghana.
14. Ghana reached height of power in mid-eleventh century.
15. Ghana was overthrown by a Moslem sect, the Almoravid force.
16. A small state of Ghana, Mali gained power as Ghana declined.
17. Sundiata was great leader of Mali.
18. Sundiata was king of Mali in 1230 and established a strong central government.
19. Sundiata established an agricultural movement that made Mali the richest farming region of East Africa.
20. Mansa Musa extended the boundaries of Mali during his rule by diplomacy as well as wars.
21. Made a hajj (moslem pilgrimage to Mecca that was so grand that it upset the gold market in Cairo for 12 years.
22. Mali's government was so efficient that it was able to provide protection to the trade routes making it one of the world's greatest nations of the time.
23. Ambassadors from Mali represented their government in Morocco, Cairo and other centers of power.
24. Great centers of learning were established in Timbuctu, whose scholars were welcomed in the universities of Egypt and Spain.
25. Songhay became the leading empire in the 1400's.
26. Sunni Ali Ber organized a professional army and was able to expand the borders of Songhay.
27. Songhay had a caste system based on the tribes or clans a person belonged to.
28. Askia the Great took over the government in 1493 and organized an even more complex central government.
29. Commercial and scholarly activities carried on during his reign are tributes to his greatness.

OBJECTIVES (continued)

1. The Niagara Movement was started by W.E. DuBois to work out solutions to racial problems.
2. The Niagara Movement openly criticized Booker T. Washington's idea of solving problems by job training and acceptance.
3. In 1909, the National Association for the Advancement of Colored People (NAACP) was formed with its goal that of protection of Negroes' rights.
4. The NAACP is a group of blacks and whites interested in the protection of the Negroes' rights.
5. The National Urban League was formed to help migrating Negroes adjust to city life.
6. The World War I brought more Negroes to the Northern Industrial areas where need for laborers was severe.
7. The drafted Negro soldier in WW I faced great hardship, discrimination and prejudice.
8. The U.S. government tried to convince the French to also show discrimination.
9. The most highly decorated regiment in France was an all-Negro regiment.
10. The Negro soldier returned to an America intent on showing the Negro that he was inferior and had better accept it or else.
11. A period of lynching, beatings, and brutality followed.
12. During the Depression, the Negro suffered even more than the white.
13. Peaceful demonstrations during Depression, expressing the slogan Buy Where You Can Work, opened up new job areas to the Negro.
14. President Roosevelt hired many Negroes in high government positions.
15. Gradual desegregation of the armed forces came during WW II.
16. In 1948, Truman issued an order which called for official desegregation of the armed forces.
17. MIA (Montgomery Improvement Association) was formed to protest racial segregation on city busses.
18. Martin Luther King, Jr. was leader of MIA and one of the greatest Negro leaders ever.
19. The Black Muslims was a start of a militant group of protest movement.
20. Civil Rights Act of 1964 abolished discrimination in four areas. Tax supported facilities, public businesses, employment and Union membership, and guaranteed equal voting rights.
21. That Negroes have made major contributions in all major areas of endeavor, such as art, business, law, medicine, science, sports, education, and religion.

OBJECTIVES (continued)

1. At the beginning that the Negro was barred from participation in the Civil War.
2. When permitted to join the war, the Negro proved himself a brave and competent fighting man.
3. Emancipation Proclamation freed no slaves.
4. Thirteenth amendment passed in 1865 really abolished slavery.
5. Greatest need of the Negro after emancipation was for education, which they welcomed.
6. Missionaries from various organizations worked wonders establishing schools for the Negroes in the South.
7. Political reconstruction was to exclude the Negro the way Lincoln had it planned.
8. Congress rebelled and appointed a joint Committee on Reconstruction which allowed the Negro a chance in politics.
9. Black codes replaced slave codes but were essentially the same.
10. In 1870 the Fifteenth Amendment guaranteed the right to vote regardless of color.
11. Negroes took an active and intelligent part in national government during reconstruction.
12. Ku Klux Klan and withdrawal of federal troops from the South put Southern Confederate politicians back in government.
13. Industrial growth in the North was given impetus by Negro inventions.
14. Segregation was developed as a means of insuring social, political and economic distance between the races.
15. Courts sanctioned segregation in two famous cases, Roberts vs City of Boston and Plessy vs. Ferguson.
16. A mass migration from the South resulted, with friction and discrimination met in all areas.
17. Negroes denied admittance into Labor Unions.
18. Negroes supported Populist party but paid heavily in death, as terror and murder swept the South, trying to put down the Negro.
19. Frederick Douglass was a great speaker for anti-slavery movements and one of the best known leaders during period of slavery.
20. Booker T. Washington started the famous Tuskegee Institute and became famous as an emancipator. He believed in education and training as the means to racial solutions.
21. Negroes made major contributions in all areas of endeavor.

OBJECTIVES (continued)

1. It is possible that Africans were the first to discover America.
2. It is probable that a Negro was captain of Columbus' ship, Nina.
3. Negroes were along on all the major exploration expenditions of North and South America.
4. Negroes on the exploration expeditions were not always slaves, but were along as laborers, crewmen or indentured servants.
5. Negroes planted and harvested the first wheat crop in America.
6. Estevanico Estevan was a Negro explorer who was the first to explore what is now New Mexico and Arizona.
7. Portugal held the upper hand in slave trade for many years.
8. Quenn Isabella limited the slave trade by granting contracts to only certain companies.
9. English slave trade became organized business with the Royal African Company.
10. Slave trade became highly developed and they did not trade for rum alone, but there were about 150 different items that the people of Africa wanted in trade.
11. Slave ships were crude wooden affairs which often resulted in the death of many of the slaves before they ever reached the New World.
12. Not all slaves were illiterate, some being actual scholars.
13. The first Negroes in the colonies were brought by a trade ship to Jamestown in 1619.
14. The first Negroes were not slaves but indentured servants.
15. Slavery was established by custom before it was by law.
16. There were many talented educated Negroes in the 17th century.
17. The Negroes did not accept slavery peacefully but staged many revolts protesting their slavery.
18. Many white men also protested slavery and worked for their freedom.
19. Many slaves were highly educated, held good positions, and were not the poor dumb beings that literature is apt to characterize them as.

OBJECTIVES (continued)

1. The Negroes strove for higher education and better professional positions.
2. The Negroes tried to free other Negroes from slavery.
3. The Negro broke away from the white churches for religious freedom.
4. Struggle for independence gave impetus to the desire to free the slaves during the late 1700's and early 1800's.
5. The compromise of 1787 prohibited slavery in the Northwest Territory.
6. The compromise of 1787 counted five Negroes as equal to three white for representation purposes.
7. Haiti revolution by Louverture stirred up hope and rebellion in U.S. Negroes.
8. New cotton inventions increased the demand for slaves.
9. As conditions for the slaves worsened, insurrections became common as the Negro protested his enslavement.
10. Nat Turner, Denmark Vesey and Gabriel Prosser led some of the more famous insurrections.
11. A reign of terror followed the insurrections, resulting in great atrocities performed against innocent Negroes.
12. After the War of 1812 the Anti-Slavery movement declined as the North and South took opposite positions on the subject.
13. Quakers raised the greatest voice against slavery.
14. Free Negroes were not treated with either justice or equality.
15. One solution tried was colonization, allowing free Negroes to return to Africa.
16. Missouri compromise divided the Louisiana Territory into two sections, with any states admitted into the Union from the northern section to be free, those from the southern section, slave.
17. Compromise of 1850 permitted the inhabitants of the new territory from the Mexican War to decide for themselves by vote whether or not their state would be a free or a slave state.
18. Kansas-Nebraska Act of 1854 more or less rescinded the Missouri Compromise, allowing each state to decide for themselves whether it would permit slavery.
19. Dred Scott Case of 1857, decided by the Supreme Court ruled that a Negro was not a citizen and had no rights.
20. There were many great men both black and white that fought slavery by the pen.
21. Frederick Douglass was one of the greatest Negro Abolitionists.
22. The Underground railway was not a real railroad, but a system of aiding escaping slaves.
23. That there were many prominent Negroes in all fields, some free and some having had to escape from slavery.
24. That Negroes, like any other race, have the ability, drive and desire to be successful on the same scale of success that any race uses.

SKILLS

The pupil will be able to:

1. Draw conclusions from multiple sources as evidenced in initiating Activity C.
2. Work with others, as evidenced by his helping to plan and execute committee work.
3. Find information for committee assignment from more than one source by using library card catalogs, to find recommended books, and others appropriate to his study, by consulting the Readers Guide to Periodical Literature, by selecting appropriate items in encyclopedias.
4. Organize information by combining materials from several sources in one report and by composing an outline, or helping to compose a committee outline, for class distribution.
5. Evaluate information by helping to compare information from several sources during the overview and culminating activities and by helping the class to draw inferences and to make generalizations from such information.
6. Communicate effectively in making his share of the committee reports by using appropriate vocabulary, pronouncing words correctly, speaking clearly, using notes, and giving credit for quotations, keeping to a logical and intelligible order of information, and respecting limitations of the time and the right of others to be heard.
7. Locate the three African Empires on a relief map. Locate the new territories that were added to the original states that were involved in the question of slavery.
8. Demonstrate a time sense by being able to determine the sequence of given events in the fight for Civil Rights.

ATTITUDES

1. Accept the tentative nature of information by accepting the uncertainty of answers to some questions about Negro history and origins.
2. Show curiosity, it is hoped, by contributing questions for investigation.
3. Evidence recognition of the need to work cooperatively with others by making a choice of a committee and by helping his committee to organize its work.
4. Evidence a recognition of the value of multiple sources of information by using two or more in preparing a committee report and by being able to cite these sources.
5. Evidence a disposition to think critically by helping to eliminate duplication of questions for investigation, by organizing material from two or more sources for his own report, and by making contributions to the overview and culminating activities.
6. Evidence a sympathetic concern for the Negro by being willing to listen to, or to present the Negro point of view on subjects connected with the Unit.

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ATTITUDES (continued)

7. Appreciate the valuable contributions of Negroes to America as evidenced by his willingness to "give credit where credit is due."
8. Be open minded and willing to change conclusions when new information warrants as evidenced by his changing a prior opinion.
9. Be eager to find areas for further study as evidenced by pursuing and adding to the work of committees.

BEHAVIOR

The student will:

1. Voluntarily pursue individually initiated studies on phases of Negro history.
2. Be an effective member of his committee as shown by his willingness to accept tasks to which he is assigned or volunteer to undertake assignments or work.
3. Give and receive help in answering committee questions.
4. Assume leadership role as either a chairman or as a concerned committee member.
5. Take work seriously as evidenced by not getting side-tracked, finishing assigned tasks and not wasting time.
6. Be courteous and polite in class to his peers and teachers.

TO THE TEACHER:

The teaching strategy incorporated into the program gives each student the opportunity:

(1) To develop student assurance of pursuing, defining, and reporting at one's individual educational level.
(2) To develop the students' ability to locate, record, organize, and present information.
(3) To develop library skills in developing critical thinking and logical organization of data.
(4) To organize, develop, and practice material that will be presented orally to one's class.
(5) To integrate the students' findings to note trends, likenesses, and differences.
(6) To gain further perspectives and to enhance recall.

The student can develop creative skills in the classroom by making their own

(1) bulletin board displays
(2) maps and charts
(3) pictures to display, "students who excel in art"
(4) scrapbooks for newspaper and magazine articles
(5) Creative plays, role playing
(6) etc.

A GLORIOUS AGE IN AFRICA
8.3A

NOTE:

1. After introduction is read by student, Filmstrips should be shown. Title "Black Treasures" produced by Coca-Cola.

2. "The African Past", produced by Universal Education and Visual Arts is next, followed by Question and Answer period.

3. The class is now ready to begin Chapter 1. "Ghana". Before you begin, one final step should be followed, Research Committee and selections of topics pertaining to the Unit 8.A must be assigned.

I. Ghana
   A. Located in western Sudan, northeast of the Senegal River and northwest of the Niger River.
   B. Political Divisions
      1. Soninkes (Son-In-Kays) a group of related tribes, first to have extensive power
         a. Each tribe composed of several clans
         b. Division of labor corresponded to division of tribes and clans
         c. Iron mined and worked at this time in Africa as well as seemingly unlimited quantities of gold.
            (1) Iron easier to obtain than bronze or copper
            (2) Iron harder and more useful, permitting farming to reach new levels of productivity and for production of the ultimate in weapons at that time.
            (3) Soninkes, being the only users of iron in that area, this enabled them to defeat all neighboring tribes, bringing them under the Ghanian King's rule.
         d. In the 700's Arabs heard of the gold in Ghana (Ghana means Warrior Kings) and decided to capture Ghana and gold source for themselves. They were shocked to find the African Tribe to have a strong army, and were repelled by the Ghana army.
            (1) Contact was made between the Moslems and the Negro world
            (2) Trade flourished, as well as the spread of ideas.
               (a) gold and slaves moving north.
               (b) salt, horses, cloth moved south.
               (c) teaching of islam spread through Ghana, but more important--spread of first written language in Ghana, Arabic.
      2. Ghana had highly organized political structure.
         a. King was at head of government. He was military chief, religious leader, and chief of justice.
         b. Took several hundreds of years for Soninkes tribe to become a country with a chosen king.
            (1) Laws were made and enforced
            (2) Courts of law and of appeal established
            (3) Jurisdiction over 1000's of villages in West Africa during their later period.

c. King succeeded by sister's son (called matrilineal principle for succession)
d. Army consisted of 200,000 warriors, 40,000 being armed with bow and arrows. (estimated size of army in 1067 A.D.)

C. Ghana was trade center of West Africa
1. Ghana's wealth based on its control of gold producing regions of West Africa.
a. Quantities of gold necessitated strict control to keep value of gold high.
b. Only king allowed to own gold nuggets, rest had to use gold dust only.
2. Salt was as scarce as gold was plentiful in Ghana.
a. Salt plentiful in Taghaga in the middle of the desert country.
b. People of the salt country wanted gold, people of Ghana wanted salt.
3. King of Ghana controlled the cross Sahara trade of salt and gold.
a. People of north had to pass through Ghana to reach gold traders.
b. Gold traders would have to pass through Ghana to trade with salt traders.
4. Koumbi, capital of Ghana, busiest market place of its time in West Africa.
a. Salt and gold offered in trade.
b. Also endless variety of goods including art objects, metal work, leather crafts, cloth, etc.
c. Slave market.
(1) Supplied by raiding weaker nations, prisoners then offered to traders as slaves.
(2) Although ugly business, traders willing as people of north willing to pay well for human slaves.
5. King of Ghana received taxes from merchants with which the government was supported.
a. tax on incoming trade items
b. tax on outgoing trade items. Thus each item was doubly taxed, both the seller and the buyer had to pay tax.
c. Merchants willing to pay as the taxes did not cut too deeply into profits and paid for the government which maintained peace and order.

d. With gold and tax money, King lived in royal splendor in palace.
(1) Palace was light and airy, boasting windows.

NOTE:

4. Review Chapter I, "Ghana," followed by some form of exam to reinforce the importance of the chapter.

5. Exam should be from 20-30 questions consisting of True and False, Multiple choice, and matching Fill-ins, or essays not recommended.

NOTE:

1. The Filmstrip, "The Savana," produced by Guidance Associates, is now shown to give the class a better understanding of the Western Sudan. Question and Answer period should follows.

2. The class is now ready to begin Chapter II, "Mali."

CONTENT

D. Religion
1. Basically Ghana was a pagan state, worshipping Ouagdou-Bida, a serpant and protecting spirit of the kingdom.
a. Ouagdou-Bida lived in Sacred Grove, which was comparable to the Holy Land in Christian religion.
b. No person allowed to enter the Sacred Grove except the King who entered only twice. Once when he took over the throne, and again at death, as he was buried in the Sacred Grove.
2. Many of the Soninkes were converted to the faith of islam, but during the Ghana civilization few of the ruling class were converted.

E. Decline of Ghana
1. Ghana reached height of power in mid-eleventh century.
2. In 1050 a Moslem preacher founded his Almoravid sect.
a. Religious sect.
b. Made the founder, Ibn Yacin become master of western Sahara.
c. Chief ambition of Almoravids was to overthrow Negro Kingdom of Ghana since it was rich and pagan.
3. In 1057, Abu Bakr assumed leadership of Almoravid forces upon death of Yacin and he continued the campaign against Ghana.
4. Ghanians resisted for almost ten years but the capital city of Koumbi fell in 1076. All people who refused the Moslem faith were killed and the city practically destroyed.
5. When Abu Bakr died in 1807, the Almoravid power deteriorated, but the Soninkes were unable to rebuild the power of the Ghana nation, and the Ghana nation was finally taken over by the civilization (Mali).

II. Mali
A. Originally a state of Ghana which declared its independence during the decline of Ghana.
B. Mandingo people of Mali distantly related to Soninkes but differed from the Soninkes in that they turned to the islam faith in early days of Almoravid movement.

C. Had a great leader--Sundiata, still claimed as greatest national hero.
   1. Reputation for courage and military skill spread until he was selected as the one to save Mandingoes from warring Sossos.
   2. Proclaimed king of Mali in 1230.
      a. Most Mandingo leaders supported him.
      b. Neighboring groups helped build up the army.
   3. In 1235 Sundiata's forces crused the Sossos and went on to capture Koumbi.
   4. Sundiata then settled down to establish a capital of his new empire at Niani. Worked to establish a strong central government.
      a. Provided peace and order.
      b. Encouraged the trans-Sahara trade once they controlled Wangara gold fields.
      c. Established an agricultural movement and Mali became richest farming region of West Africa.

D. In 1307 Mansa Musa (grandson of Sudiata's sister) took over reigns of Mali.
   1. Fame of Mali and Mansa Musa spread throughout world.
   2. Extended boundaries of Mali by diplomacy as well as war.
   3. Encouraged trade, commerce, and learning.
   4. Very religious man and made his hajj (pilgrimage) to Mecca. It was the greatest grand tour ever recorded.
      a. took 100 camelloads of gold
      b. caravan consisted of possibly 60,000 people and 5,000 slaves.
      c. Freely gave of gifts, until he ran out of money and had to borrow from Cairo merchants who loaned gold to him gladly.
      d. Almost ruined Cairo gold market, he put so much into circulation. (reportedly took twelve years for Cairo to recover.)
   5. Well-organized political divisions
      a. Provinces administered by governors called Ferbas.
      b. Each important town had mayors called mochrifs, appointed by Mansa.
      c. Officials completely dedicated to central government.
      d. Government was so efficient that there was no fear of robbery and crime as there was dependable protection of trade routes.
      e. Part of Mali not under direct rule but paid allegiance to Mali.
      f. Ambassadors from Mali represented their government in Morocco, Cairo, and other centers of power.

22000

NOTE:	CONTENT
	6. Financing of empire. a. taxes on trade and commerce b. Mali a prosperous nation making good use of resources c. Second trade route established to Tunisia and Cairo in Egypt. d. Great source of wealth was copper mines at Takedda.
2. Review Chapter II, "Mali," followed by the same form of exam, as stated in Chapter I, to reinforce the importance of the chapter.	7. Great cities of commercial importance in Mali. a. Niani--capital and scene of magnificent ceremonies and pageants. b. Walata was center of learning and culture. c. Mansa Musa hired a great architect, Es-Sahell, to build a temple, auditorium and royal residence. Temple still stands. d. Jenne was home of many noted Negro scholars. (1) advanced culture in terra-cotta industry (2) high achievement in clay, stone, iron, glass beads, earthen and glassware. e. Timbuktu had University whose scholars were received at great universities of Egypt and Spain. f. Mali was one of the world's great trading nations
NOTE:	E. In 1332 Mansa Musa I, died and no more truly strong men ruled Mali. His successors were weak men who could not hold empire together. 1. Among principle vassals of Mali empire were kings of Songhay. 2. By start of 15th century, central power of Mali was declining. 3. Armies of Ali (1464-1492) began to convert Mali territories to Songhay dependencies. 4. Aski's overthrow of Ali resulted in an empire greater than Mali.
1. The filmstrip, "The Forest" produced by Guidance Associates is now shown to give the class a better understanding of the Western Sudan. Questions and Answer period.	III. Songhay (or Songhai) A. History 1. Middle of Niger was traditional home of Songhay people a. people of farmers, fisherman, hunters, craftsmen, traders and warriors.
2. Class is now ready to begin Chapter III, "Songhay."	2. First large Songhay settlement was Kukya near what is now northwest frontier of Nigeria. Became first capital of Songhay. a. Group of Berber nomads captured Kukya around the 8th century. b. Songhay people didn't like the rules so pushed upstream on the Niger to form a new settlement called Gao. c. Gao became foremost commercial center. 1. Divided into two sections --Moslem traders in one, local Songhay in other.
3. As class studies for exams and is doing committee work, records can be played in the classroom. Example- "African Drums," Folkways Records FD-5252	

3. Gao was taken over by the Berber Dia line of kings but over many years and through years of intermarriage, they became indistinguishable from local Negroes.
   a. In 1009 the Dia King Kossoi was converted to islam.
   b. Made Gao his residence and from then on Gao became habitual residence of Songhay royal court and center of the Moslems.
   c. Became a tradition from Kossoi on that only Moslems could occupy Songhay throne.
4. From 11th century through 14th Songhay moved in and out of Mali's control.
   a. Mansa Musa stopped in Gao on his return from his hajj and took two of the king's sons back to Niani with him as hostages.
   b. After Mansa Musa's death the brothers escaped. Ali Kolon then became chief of Gao on his return.

B. Sunni Ali Ber--became king of Songhay in 1464.
1. Organized a professional army.
2. Captured the city of Timbuktu, known for its schools and scholars.
3. Set out to capture Jenne, another city of learning.
   a. decided not to take Jenne by direct attack, but to starve it to surrender.
   b. Seige lasted for over seven years.
   c. In 1473, Jenne finally surrendered.
4. Sunni Ali's goal was to take empire of Mali intact.
   a. Although on the go trying to take Mali, he maintained strong central government.
   b. Was never able to crush the Mossi army.
5. Sunni Ali died in 1492 after ruling for 28 years.

C. Songhay Social System.
1. Based on caste system, where person's social and economic standing depended largely on what tribe he belonged to.
2. A professional army established. Members of Songhay army expected only to fight wars.
3. At bottom of social scale were the war captives and slaves.
4. Most people of Songhay continued to worship tribal gods although rulers were Moslems.

D. Askia the Great--overthrew the Songhay King and took over in 1493.
1. A devout Moslem
2. Surrounded himself with men of learning.
3. Made his hajj in 1495 which rivaled Mansa Musa's in grandeur.

4. Askia considered himself prince of all Moslems and undertook a series of holy wars.
5. Unified a huge area, with very strong central government.
   a. Organized a central government of ministers directly responsible to King. Ruled with a provincial system much like that of Rome.
   b. Each town governed by person appointed by the King.
   c. This huge empire was characterized by order and prosperity.
   d. Commerical and scholarly activities carried on served as tributes to Askia's greatness--schools of learning promoted study of law, literature, natural sciences, and medicines.

E. Askia's sons forced him from throne.
1. Their misrule brought disaster to Songhay.
   a. Morocco snatched the salt mines and other territories.
   b. Some of the stronger states broke away.
   c. By end of the 17th century the Songhay empire was disintegrating.

IV. Ancient culture of Africa in General
Government

A. King
1. Often a limited monarch
   a. hereditary
   b. chosen by council
2. Commander In Chief of forces
3. Arbiter of disputes among provinces
4. Rarely interfered with local government
5. Main job was maintaining peace
   a. Wars fought to prevent tampering with customs by invaders
   b. Wars not fought to capture slaves
   c. Selling of slaves was a sequel to wars, not a cause of wars.

B. Political attainment more difficult in Africa
1. Cut off by coastline with few navigable rivers, the Negroes had little opportunity to profit by contact with other civilizations
2. Climate and physiographic features made travel difficult, also imposing problems for political units to develop.
3. Must be given full credit for developing an advanced form of government on their own.

CONTENT

C. Economy
   1. Socialistic basis
      a. All males of same blood line live together bringing wives to live in the group.
      b. Village made up of joint families with oldest male head of each family group.
      c. Tribe a cooperative union of villages
      d. Underlying principle is brotherhood based on social and economic equality.
      e. All groups exist for the good of the many rather than benefit of few
      f. No pauperism or capitalism
      g. Collectivism underlying law
D. Education
   1. Systematic and emphasized
   2. Boys under training of elderly man.
      a. Trained in agriculture and husbandry
      b. Trained in physiology and hygiene as well as fatherhood
   3. Girls under training of matron
      a. Taught household and domestic duties
      b. Physiology and hygiene and motherhood stressed
E. Morals
   1. Strong sense of right and wrong
   2. One code for dealing with outsiders and another for dealing with their own kind
F. Religion
   1. Belief in spirits, God and that man is immortal
   2. Negroes accepted Christianity easily as the religion of Jesus is an Oriental production and appeals to the mind of of the Negro who is also Oriental.
V. Livelihood and Art
   A. Agriculture and husbandry
   B. Industrial arts.
      1. Greatest metal workers of the world at that time.
      2. Introduced iron to the world.

CONTENT

3. Pottery, basketry and weapons of highest skill
4. Cutlery compares with that of Sheffield and even shows workmanship and inventive genius unexcelled in the modern world.
5. Equalled if not excelled all other early civilizations in fine arts.

NOTE:

1. Committee presentations should be given. Entire review of Glorious Age in Africa should follow.

2. Unit Test should be given to reinforce the importance of the topic.

3. Scope, scoring key, answer key and grading key are found on following pages.

4. Unit test is also found on following pages.

In a period when Europe was going through a so called "dark ages" Moslem culture in Africa provided the main advancement of human knowledge.

Oral literature developed into an elaborate tradition.

Music and dancing had important roles in African life as part of religious ceremonials. Music is complex in scale and rhythm, with arrangement usually featuring responsive choral patterns.

West Africans noted for original sculpture--wood carvings, bronzes, stone carvings, and ivory work of 16th and 17th centuries have had strong influence on modern Western art.

Africans developed a highly intricate system of metal work.

Strong native religions in West Africa but by early 1400's Islam had become powerful religions.

Highly complex societies existed in Western Africa. These were developed for trade, commerce and the intermixing of people, customs and ideas.

At heights of their power, the great earlier kingdoms of West Africa compared favorably with their contemporary counterparts in Europe and Asia.

People of these lands were like mankind everywhere, some of them noble, industrious, and forward-looking; others cruel and destructive.

GLORIOUS AGE IN AFRICA

UNIT TEST

8.3A

SCOPE

Unit test on Ghana, Mali and Songhay
Civilization from the Ninth - Fifteenth Century

SCORING KEY

TRUE + FALSE	20 items	1 point each	20 points
MATCHING	12 items	1 point each	12 points
MULTIPLE CHOICE	10 items	3 point each	30 points
		Total	62 points

GRADING KEY

62 - 54 = A

53 - 46 = B

45 - 38 = C

37 - 27 = D

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GLORIOUS AGE IN AFRICA

UNIT TEST

8.3A

ANSWER KEY

True + False

1.	T	6.	T	11.	T	16.	T
2.	F	7.	T	12.	T	17.	T
3.	F	8.	T	13.	F	18.	T
4.	F	9.	F	14.	T	19.	T
5.	T	10.	T	15.	F	20.	T

MATCHING

1.	W	7.	E
2.	A	8.	G
3.	U	9.	S
4.	C	10.	Q
5.	O	11.	K
6.	M	12.	I

MULTIPLE CHOICE

1.	B	6.	A
2.	B	7.	B
3.	A	8.	A
4.	C	9.	B
5.	C	10.	B

A GLORIOUS AGE IN AFRICA NAME_____

UNIT TEST PERIOD_____

TRUE AND FALSE (if the statement is true mark it with a (T), if the statement is false mark it with an (f).

1. _____As patriarch it was the duty of the king to settle all disputes.
2. _____El-Bekri, a great military leader, won many battles for Ghana.
3. _____The two most important items of trade were Gold and Copper.
4. _____The mystery of Wangara was discovered by the king of Songhay.
5. _____Slavery was commonly practiced in the Western Sudan.
6. _____Almeravids were a mixture of Arabians and Berbers.
7. _____The most powerful of the Sosso kings was Sumanguru.
8. _____The Sosso kingdom controlled a large part of Mandingo Land.
9. _____The battle between Mali and the Sosso kingdom never took place.
10. _____Agriculture was a major concern of the Western Sudan.
11. _____The Empire of Mali was founded on the Moslem Faith.
12. _____The large Songhay settlement was a town called Kukya.
13. _____Sulayman Nar was the son of Mansa Musa.
14. _____Ammar was governor of Timbuktu in 1433 A. D.
15. _____Portugal became good friends with the Songhay Empire.
16. _____Christopher Columbus discovered a "new world," while Sunni Ali's power ended.
17. _____Askai Muhammads's last years were filled with misery and despair.
18. _____Judars troops were handpicked, highly trained, and equipped with firearms.
19. _____A considerable amount of trading went on between Niani and Cairo.
20. _____Arab writers described Niani as the "great metropole" of the Western Sudan.

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A GLORIOUS AGE IN AFRICA NAME_____

UNIT TEST PERIOD_____

MATCHING (Before each statement at the left, write the letter of its definition)

1. ____Capital of Ghana in 600 A.D.
2. ____A city with an endless supply of gold
3. ____Capital of Mali in 1150 A.D.
4. ____A holy pilgrimage to the city of Mecca was called
5. ____The leader of a reform group of Moslems
6. ____Fierce desert tribesmen
7. ____Conduct business without seeing or speaking
8. ____Many temples of the Moslem faith
9. ____Capital of Songhay in 1300 A.D.
10. ____Famed hero of exploration
11. ____Killed the serpent Ougadou-Bida
12. ____The holy city of the Moslem faith

a. Eldorado
b. Mandingo
c. Hajj
d. King Bassi
e. Dumb-Barter
f. Kukya
g. Mosques
h. Kangaba
i. Mecca
j. Summi Ali
k. Amdou
l. Askia Muhammad
m. Tuarges
n. Timbuktu
o. Ibn Yacin
p. Sosso
q. Prince Henry
r. Dendl
s. Gao
t. Ammar
u. Niani
v. Moors
w. Koumbi

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A GLORIOUS AGE IN AFRICA NAME_____

UNIT TEST PERIOD_____

MULTIPLE CHOICE (Write the letter of your choice that best completes each statement)

1. ____The kings of the Western Sudan were known to be
   a. Warrior Kings
   b. Absolute Rulers
   c. Gods

2. ____The first attempt to conquer Ghana from the country of
   a. Egypt
   b. Arabia
   c. Morocco

3. ____The language in which they wrote in the Western Sudan was
   a. Arabic
   b. Mande
   c. Egyptian

4. ____Ghana was a land of rich and fertile fields where they grew
   a. Millet and Sorghum
   g. Cotton
   c. Both a. and b.

5. ____The "twin cities" of Ghana in the eleventh century
   a. El-Ghaba and Kangaba
   b. Koumbi and Karifa
   c. Koumbi and El-Ghata

6. ____Sundiata and Sumanguru armies collided head on near a village called
   a. Karina
   b. Kangaba
   c. Kukya

7. ____When Mansa Musa made his famous Hajj it was said his caravan consisted of
   a. 6,000 people
   b. 60,000 people
   c. 600,000 people

8. ____The people of Wangara were said to have been
   a. Expert Jungle Fighters
   b. Moslems
   c. Both a. and b.

9. ____The largest river of the Western Sudan, Niger, was also called
   a. Ibn Batuta
   b. Isaberi
   c. Es-Saheli

10. ____The great university of Timbuktu was called
   a. Sunni
   b. Sankore
   c. Santada

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NOTE:

1. Filmstrip, "The African Past," produced by U.E. and Visual Arts. Question and Answer period.

2. Research committee and selection of topics pertaining to Unit 8.3B must be assigned.

3. The class is now ready to begin Chapter 1, Origins.

II. Early Slavery
   A. Spain and Portugal
      1. Slaves brought to Southern Europe when Portuguese conquered Mohammedans of North Africa.
      2. Brought as many as 700 a year to work as domestic servants and to work with estates
         a. Negroes given protection of law and church
         b. No bars to emancipation or intermarriage
         c. A few gained distinction
            (1) Juan Latino became Latin Professor
            (2) Humanists at University of Grenada in 16th century
      3. In 1474, Ferdinand and Isabella nominated a Negro, Juan deValladolid as mayoral of the Negroes of Seville. One reascn for this was the large number of Negroes in Seville.
      4. Queen Isabella refused to allow traders to trade in humans as a commercial enterprise and greatly limited the number of slaves permitted to be imported to Spain--awarded contracts to select companies
      5. Allowed only Christian Negroes to be carried to the colonies
   B. Portuguese influence in Africa was predominant
      1. Portuguese held land in Africa and did most of the slave trading at first.
      2. Dutch arrived in Africa in 1595

00033

3. English got a foothold in 1618
4. Danes reached Africa about 1650
5. The profit in human flesh trading was so profitable that more and more countries tried to establish trade outlets in Africa

C. Slave Trade Corporations
1. English slave trade became organized business as early as 1618.
2. Royal African Company was organized in 1672 with monopoly on slave trade to the American colonies.
3. At first task of obtaining slave cargo was that of the captain
4. Trouble started when captains would kidnap even the princes, who drove their war captives to the coast.
   a. This led to hazardous encounters for all captains.
   b. Slave buying then became systematized.
   c. Established factories along coast to have slaves on hand when ships arrived (trading posts)
5. Slave trade became highly developed.
   a. Captain Hawkins and Sir Francis Drake had several ships that they ran from Spain to Africa, to the West Indies, and back to Africa. They picked up slaves in Africa, brought them to West Indies where they traded for molasses. Molasses brought to America, used to make rum which was then brought to Africa to be traded for slaves. profit at each stop, or transaction.
6. Slave ships crude wooden vessels
   a. Slaves kept in chains.
   b. Chained, each slave had only a few inches of moving space.
   c. Crowded, dirty condition resulted in death to as many as half the Negroes before reaching West Indies, not unusual to lose all.
   d. Most African slaves first spent time in West Indies as colonists didn't like to buy slaves directly from Africa as it took too long to accustom them to the ways of the New World.
7. Enormity of the slave trade
   a. When trade was at its peak, estimated 50,000 to 100,000 brought over yearly.
   b. For every slave imported to America, at least 4 or 5 met death in slave wars, inhuman drive to coasts or in the cruel shipment to New World.

NOTE:

4. Filmstrip, "Slavery and Freedom in the English Colonies," produced by Universal Education and Visual Arts.
   Question and Answer period.

5. The class is now ready to begin Chapter 2, Early Bondage.

6. Entire review of Origins and Early Bondage.

7. Exam - Fill-in and Essays not recommended.

8. Slaves
   a. Not all slaves were illiterate--even by our standards
   b. One slave was so educated that he was given his freedom
      (1) He was an Arabic scholar, could write in beautiful Arabic and repeat the whole Koran
      (2) Went to Cambridge in England and was accepted as scholar there, working on oriental manuscripts.

III. First Negroes in the colonies
   A. Jamestown, 1619
      1. Twenty Negroes brought to Jamestown aboard Dutch trading ship.
      2. Dutch traders wished to trade Negro for supplies
      3. Came as Indentured servants, could obtain freedom after specified number of years of service.
         a. No clear distinction between slavery and servitude in English language at that time.
         b. Slavery evolved in America by custom.
         c. Negroes were gradually debased from indentured servitude to slavery.
         d. Slavery as such not recognized in Virginia until 1661. In some states, recognized in the 1640's.
      4. Five years later, in 1624, William Tucker was the first Negro born in what is now the United States.
      5. These first twenty Negroes were able to work out their time, then work for wages, own land and take their place as free colonists.
   B. Status of the Negro
      1. Negro slavery by custom preceded slavery by statute.
      2. Negro slavery was legalized in 1661. At that time law was made to read that Negro was held to permanent service.
      3. In 1662, a child born to a Negro was declared to be automatically a slave.
      4. In 1705, law enacted in Virginia that a slave might be inventoried as real estate.
      5. However, free Negroes had sued in courts and voted prior to 1789.
      6. Free Negro population of 60,000.

IV. Noted Negroes Prior to the Revolutionary War

A. Anthony Johnson
   1. Black Immigrant
   2. Freed in 1625
   3. Was a landowner and slave holder
   4. Prosecuted a case in court (showing that at that time Negroes were considered citizens if free)

B. Gustavus Vassa
   1. Kidnapped by slavers when 11 years old.
   2. Became slave of Philadelphia merchant who later freed him.
   3. Vassa moved to England where he wrote an autobiography that is one of the most detailed accounts of life of an 18th century slave ever written.

C. Benjamin Banneker
   1. Freeborn
   2. Scientist and mathematician
   3. First American to accurately predict solar eclipse.
   4. Was appointed by Washington to the Commission to survey and lay out what is now District of Columbia

D. Negro Artists
   1. Jupiter Hammon
      a. Slave on Long Island
      b. Wrote poetry, widely known through colonies
   2. Phillis Wheatley
      a. Born in Africa, brought to Boston, Mass. as a slave
      b. Taught to read and write by her master
      c. Her poetry published in book form about 1773. Second American woman to have her work published.
      d. Given her freedom just before work was published.
      e. Is still considered one of New England's foremost poetesses.

E. Other famous Negroes--American and European
   1. John Derham--First Negro physician
   2. Paul Cuffee--amassed a fortune as merchant and shipowner
   3. Other free men of color organized churches, established schools and started a Masonic Lodge.
   4. Chevalier de Saint Georges-Knighted by Louis XVI because of outstanding achievement as director of orchestra at the Grand Opera in Paris.

5. Lislet Geoffroy--man of thought admitted to French Academy.
5. Hannivalon--general and received honors from Russian Government. His great grandson was A.S. Puskki, perhaps greatest of all Russian poets.

V. Negro Rebellion
   A. Contrary to popular belief, the Negroes did not accept slavery like "dumb cattle." They fought it every inch of the way.
      1. First organized protest against slavery was made by Germantown Society of Friends in 1688.
      2. Prior to that, the Negroes revolted, joining with Indians in 1657 to attack and burn several homes in Hartford, Connecticut.
      3. 1712, in New York City, 21 Negroes executed for an unsuccessful revolt.
      4. In 1723, slaves set fires to many homes in Boston in revolt.
      5. In 1727, Virginia was attacked by Negroes protesting their enslavement.
      6. In 1734, there were three massive revolts in South Carolina.
      7. Many other revolts are recorded, both on shipping to the colonies, and after arriving here.
   B. White Protestation of slavery
      1. Quakers took an active stand against slavery as did the methodists.
      2. Thomas Paine, a leading thinker of the times, wrote against slavery.
      3. Roger Williams, Samuel Sewall, James Otis and John Woodman all spoke vehemently against slavery.
      4. Benjamin Franklin, although originally a slave holder, freed his slaves and then spoke out against slavery.

VI. Conditions of Slavery
   A. Clergy and the Negroes
      1. Society for the Propagation of the Gospel in Foreign Parts did much to help educate the Negroes.
      2. Reformers felt the gospel was for the Negro slaves as well as free men, and so the Negro should be mentally prepared for it.
      3. Found that the Negro must have fundamentals of education to properly appreciate the gospel.
         a. Often went to school with the children of the master
         b. Became educated to the point that some of the slaves were used to instruct the next generation of white and black children.

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B. Education
   1. By the 1700's most cities and towns had schools for the Negro.
   2. Harry and Andrew were first Negro teachers employed in America. In 1744 there was a school for the further education of the Negro.
   3. Judging by advertisements for fugitives circulated during the early 1700's, many slaves of the period were not only literate, but could speak several languages as well.
   4. Many had a knowledge of math, science and an acquaintance with some of the professions.

C. Economic Condition
   1. In many cases the Negroes lived in houses, enjoying the same comforts as their masters.
   2. In other cases, housing was better than that given to the poor whites of Europe and Indentured servants of the colonies.
   3. Most Negroes were well dressed, dressing similar to their masters, with an eye for style.
   4. Often, according to advertisements for fugitives, the Negroes also had considerable sums of money.
   5. Some Negroes became contractors, overseers and freemen.
   6. Slaves held positions as teachers, preachers, and doctors.

D. Slaves and Poor Whites
   1. Close relationship between slaves and the indentured servants.
   2. Equally treated in many parts.
   3. Followed same occupations, had same privileges and facilities and enjoyed the same pleasures, often together.
   4. These two classes began to intermarry, resulting in laws forbidding intermarriage of the races.

VII. The Negro and the Colonies Fight for Independence

A. The Rights of Man
   1. Desire for political freedom led many to see correlation in freedom exploitation for blacks.
   2. Thomas Jefferson used slavery as an indictment against George III.
   3. Most of the fathers of the revolution supported Jefferson in his declaration that all men are created equal.
   4. Pre-revolution thought was running strong anti-slavery and abolition.

B. Military Service
   1. One of the first five to die in the Revolutionary War was Crispus Attucks, a free Negro who was trying to organize a group of Patriots during the Boston Massacre.
   2. In 1775, General Washington issued orders excluding all Negroes from war service.
      a. Washington and other leaders felt it unsafe to arm "savages".
      b. Many were afraid that the Negroes would turn on the white man after the revolts of the early 18th century.
      c. Leaders did feel a flight for freedom should be fought by "slaves."
   3. The British then promised freedom to any Negro enlisting with them.
   4. Washington then revoked his order and Negroes were permitted to enlist. Different states had different rules as to whether the Negro had to first be free or earn his freedom by enlisting.
   5. Negroes fought side by side with the whites or else in all black regiments.
   6. The Negro fought with same degree of valor, heroism and patriotism as the white.

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NOTE:

1. Filmstrip, "The Plantation South," produced by Universal Education and Visual Arts; "Firebrans and Freedom Fighters," produced same as above. Question and Answer period.

CONTENT

I. Independent Efforts--Late 1700's early 1800's
   A. Struggle for rights of man included Negro rights.
      1. Given greater economic opportunities in preparation for emancipation.
      2. Negroes showed interest in freeing members of race and fighting for freedom of illegally bound.
      3. Strove for higher education; developed lawyers, doctors and philosophers as well as religious leaders.
   B. Religious freedom
      1. Negroes broke away from white churches.
      2. Established Free African Society-- a church but also a social uplift institution. Baptist and Methodist branches of the churches were also established.
      3. The initiative of the members of the black race was in particular evidence in the field of religion.

II. Emancipation checked
   A. Ordinance of 1787, no slavery allowed in Northeast territory
   B. Convention of 1787
      1. Compromise that for representation purposes five Negroes would equal one white.
      2. Continuation of slave trade until 1808.
      3. Fugitive slave law passed.
      4. Principal of non-interference with slavery was reaction of Congress.
   C. Haiti revolution
      1. Successful Negro rebellion led by Toussaint Louverture--a Negro
      2. Refugees from Haiti sowed seeds of discord.
   D. Increase in demand for slaves
      1. New inventions such as cotton gin made cotton king of the South and its increased production increased demand for slaves.
      2. Numerous petitions for reopening of slave trade in deep South.
      3. North and Middle states prohibited slave trade.
      4. Bill passed to abolish slave trade but was weak and really a victory for pro-slavery. Smuggling became common.
      5. Changed system of slavery from patriarchal to an exploitation system.
      6. Pro-slavery was in command.

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III. Negro Self Assertion
  A. Insurrections
    1. Negroes in Louisiana, spurred by victory of Louverture, revolted but were defeated.
      a. A faithful Negro warned his master
      b. Twenty-three suspected Negroes were hanged and exposed
    2. Gabriel Prosser planned first Negro revolt in 1800 in Virginia but was thwarted by a fearful storm and a faithful servant who warned his master.
      a. Plan was to march upon Richmond, seize the arsenal, free the slaves and kill the whites.
      b. The careful planning shocked the whites of the colony, not believing it possible for a Negro mind to be so advanced.
      c. Again, punishment was severe--36 Negroes executed, many of them innocent.
    3. Denmark Vesey planned another attack but it was to be stopped before it got under way. Thirty-five Negroes executed, many of them innocent.
    4. Nat Turner--1831--Led an uprising in which 61 whites were killed.
      a. Started reign of terror among the whites
      b. Negroes were tortured to death, burned, maimed, or subjected to other atrocities, just because they were Negro.
      c. In less than two days, 120 Negroes were killed.
      d. Negroes were shot and beheaded, with their heads put on public display.
      e. The Turner rebellion and subsequent reign of terror had two separate effects.
        (1) Some States believed emancipation was the only answer
        (2) Others believed slavery was okay, but the Negroes should not be educated. So schools were outlawed.

IV. Declining Antislavery Movement
  A. War of 1812
    1. Negroes fought honorably
    2. British promised freedom to any fugitives.
    3. At end of War, British sold the Negroes to the West Indies, going against their word.
  B. Sectionalism developed
    1. Industrial revolution in north developed free labor.
    2. Extension of the plantation system in south increased need for slaves.

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3. Estrangement of North and South developed.
   a. It is to be noted that the north, although not advocating slavery, did not want or believe in racial equality.
   b. Often more active and cruel prejudice practiced in the North
4. Antislavery Quakers
   a. Greatest voice against slavery from the beginning
   b. Used passive means to abolish slavery
   c. Became less vocal in South as the 19th century unfolded
   d. Protests became scattered and lost ground.

C. Economic factors
1. Growth of cotton spread inland.
2. Sugar industry introduced into Louisiana, both cotton and sugar needed slaves to make it profitable, as it was set up.
3. With restriction on importing of slaves, slave breeding became profitable.
4. Slaves became less and less humans in minds of Southerners, but just beast of toil.

D. Free Negroes
1. Faced restrictions in both the North and South
2. Free Negroes often kidnapped and resold into slavery
But by this time they had no legal recourse because they weren't considered citizens
3. If found guilty of law breaking, their sentence might involve a return to slavery, even for minor offenses.
4. In the North, the free Negro paid taxes yet could not send his child to school.
5. To live in some states, the free Negro had to pay their way in--as guarantee of good behavior. ($500 to live in Ohio)
6. Faced job discrimination
7. Free Negroes worked in 100 different skilled and professional jobs. Some managed, in spite of adversity to become rich.

V. Colonization
A. Cause
1. Free slaves tried living in North but found discrimination to keep them from ever getting ahead.
2. In Northwest territory they found still insurmountable obstacles placed before all Negroes.
3. Reconsidered returning to Africa

00042

NOTE:

3. As class studies for exam or is doing committee work, record can be played. Title, "American Negro Folk and Work Song Rhythms," produced by Library of Congress Catalogue Card No. R68-420

CONTENT

B. American Colonization Society
   1. In 1817 formed by John C. Calhoun and Henry Clay plus several other prominent men.
   2. Raised funds to purchase land in Africa.
   3. First ship arrived in Liberia in 1822 with free Negroes from America.
   4. By 1827, some were given freedom on condition they go to Liberia.
   5. Majority of Negroes preferred to remain in United States and work at making the lot for Negroes better.

VI. Action of Congress and Supreme Court
   A. Missouri Compromise
      1. Dealt with problem of slavery in Louisiana territory.
      2. Decided to divide territory into two sections, one slave and one free.
      3. Any new state formed North of dividing line would be free, any formed South would be slave state.
   B. Compromise of 1850
      1. At end of Mexican war, new territory acquired. Compromise concerned whether it would be free or slave.
      2. Compromise stated the people of the area would decide by vote whether their state would be a free state.
   C. Kansas-Nebraska Act--1854
      1. Rescinded the Missouri Compromise
      2. Allowed settlers of territory to decide by vote if their state would be free or slave.
   D. Dred Scott Case of 1857
      1. Dred Scott, a slave, was taken by his master to a free territory to live, later slave and master returned to slave state to live.
      2. Dred Scott stated he should be free since he'd lived in free territory.
      3. With aid of friends, he took case to court.
      4. Supreme court ruled that Dred Scott was not free--that as a slave he had no rights of a citizen--as a slave he was only property, and could be moved from location as property.

VII. Abolitionists
   A. Abolitionists were people who wanted to do away with slavery and grant freedom to the slaves.
      1. Both Negroes and white were members of the abolitionists.
      2. Southerners as well as Northerners were members.
      3. Some spoke out against slavery by means of speech, others through the written word

00043

B. White Abolitionists
   1. William Lord Garrison
      a. Stated that slavery was contrary to the natural rights of humanity, had bad effects upon the southern whites, and handicapped the whole Union and was a sin as well as an evil.
      b. Founded the Liberator, a journal or newspaper.
      c. Was the most influential abolitionist.
      d. Although an outstanding Journalist, he was also an outstanding speaker and spoke out against slavery.
      e. In 1833 he helped establish the American Antislavery Society, in Philadelphia.
   2. Elihu Embree
      a. Resident of Tennessee and a slave owner until 1812 when he became a Quaker. Quakers had such a strong influence on Embree, with their belief that all men are equal, that he freed his slaves.
      b. Published a weekly newspaper, the Emancipator, in which he urged the abolition of slavery.
      c. His paper was one of the first abolitionist papers in the country and his theme never changed. It was "Liberty for all persons."
   3. John Fee
      a. A minister who decided to preach against slavery in his home state of Kentucky.
      b. Was forced out of his home when his intentions were told his parents and slave holders. He never returned home.
      c. Founded a community called Berea in which a church and school could serve all races.
      d. His school later became a college and was integrated until 1904 when Kentucky passed a law which segregated the races in schools.
   4. James Birney
      a. Lived in Cincinnati and printed the Philanthropist, an anti-slavery newspaper.
      b. Was considered a troublemaker, his office and printing presses were destroyed.
      c. Later became secretary of the American Anti-slavery Society in New York City.

C. Negro Abolitionists
   1. Frederick Douglass
      a. Greatest of all Negro abolitionists
      b. Outstanding speaker, newspaper editor and author
      c. Born in 1817 a slave, finally escaped when he was twenty-one
      d. Most influential Negro of the late 1800's.

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e. Served his country in many positions, met with the president and was considered the leading Negro of the time.

D. Sojourner Truth
1. Tall Negro woman who could neither read nor write.
2. Escaped from slavery and became free under New York's Emancipation Act of July 4, 1827
3. Felt the Lord had called her to speak the truth as she saw it.
4. Spoke simply and dramatically, against slavery.

E. Other Abolitionists
1. Harriet Beecher Stowe
2. William Still
3. Harriet Tubman

VIII. Underground Railroad

A. Not a railroad, but a system of helping escaping slaves reach safety.
1. Difficult now to separate fact from legend.
2. Offered food and shelter and information where the next harbor of safety might be found.
3. Some communities had a more elaborate system than others.

B. Before 1850, slaves usually felt safe in Northern states. After, they continued on to Canada for safety.
1.Fugitive Slave Law passed in 1850
2. Any former slave found anywhere in U.S. could be seized and returned to slavery.

C. Harriet Tubman
1. Known as the Moses of her race.
2. Personally led many slaves through the underground railway to safety.
3. During the Civil War she helped the Union as a spy and nurse

IX. Prominent Negroes

A. Dr. James McCune Smith
1. Graduate in medicine of the University of Glasgow.
2. A scholar and an eloquent speaker.
3. Practiced medicine in city of New York.

B. William C. Neil
1. Man of learning with reputation of being a man of unimpeachable character.
2. Answered the need for information about the achievements of the Negro race.
3. Wrote the book, Colored Patriots of the American Revolution
4. Wrote other books of lesser importance as well.
5. Was considered the best informed man in his field during this time.

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C. William Wells Brown
   1. Educated in St. Louis.
   2. Moved North and took an active part in Underground Railway.
   3. Served as lecturer of the American Antislavery Society.
   4. Wrote often for antislavery papers, and published several books.
   5. He is best known as a historian, and did more to popularize Negro history than any man at this time.

D. John B. Russwurm
   1. First Negro to receive a degree from a college in the United States.
   2. Began publication of Freedom's Journal in 1827.
   3. Later joined the colonists and went to Liberia where he served as an educator and a governor of one of the provinces.

E. Henry Highland Garnet
   1. Presbyterian preacher and lecturer.
   2. Became famous after he delivered his lecture to Convention of Colored Americans at Buffalo, in 1843.
   3. Served in Jamaica as a missionary and later as president of Avery College.

F. David Ruggles
   1. Active on the Underground Railway.
   2. Deeply interested in moral, social and political progress of the free Negro.
   3. Published a quarterly magazine advocating the rights of the Negro.

G. J.W.C. Pennington
   1. Preacher and lecturer for Presbyterian church.
   2. Self-educated, but was such a scholar that the University of Heidelberg conferred upon him the degree of Doctor of Divinity.

H. Robert Gordon (One of many shrewd Negro businessmen)
   1. Born a slave.
   2. Put in charge of a coal yard which he managed so well that his master put him in charge of all the slack.
   3. He sold this for a profit until he was able to save enough to purchase his freedom.
   4. Went into coal business for himself, but when competitors tried to put him out of business, he was shrewd enough to profit by it also.

These are just a few of the prominent Negroes that could be mentioned. Despite having to fight twice as hard for every inch gained, these men were more than just successful. It is important to remember that they have the ability, drive and desire to achieve as does any other race.

NOTE

1. Filmstrip, "From Freedom to Disappointment" U. Ed and Visual Arts. Question and Answer period.

2. The class is now ready to begin Chapter 4, The Civil War and Emancipation, Chapter 5, Reconstruction and Segregation, and Chapter 6, Northern Migration.

I. Civil War
   A. Negroes' role
      1. During first stages of war, Negroes barred from the war.
         a. Union didn't want to antagonize the border states, many inhabitants of which owned slaves.
         b. Negroes still believed to be incapable of fighting.
      2. Negroes as contraband
         a. Many Negroes worked as volunteers in the army, cooking, blacksmithing and as laborers.
         b. Slaves from South ran away by the hundreds as the North pushed further into the south.
         c. General Butler first to treat Negroes as contraband, saying that if the Negroes returned to the South, they would be used against the North, therefore, he kept them as contraband. (confiscated articles of war)
         d. Negroes flocked to the Union army, with each commanding officer finding his own solution to problem.
            (1) Some worked in labor groups as scouts, guides and spies.
            (2) Raised crops on abandoned land for the Union soldiers.
            (3) Women washed, cooked, sewed and nursed the injured.
      3. Negroes as soldiers and sailors
         a. As war lingered on, the North needed more manpower, so law was passed in 1862 authorizing the enlistment of Negroes into Union forces.
         b. A segregated regiment, The First Regiment of the New Orleans Native Guards was formed in Sept. 1862.
         c. The status of the Negro soldier was not that of the white.
            (1) Compensation not equal.
            (2) Often used by white troops for fatigue duty.
            (3) Given poorer supplies, ammunition and food.
            (4) When taken captive, they were not treated as prisoners of war, but often were shot on the spot or were taken as slaves.

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d. In spite of discrimination, the Negroes proved themselves to be brave and competent fighting men.
1) By end of war 20,000 had served the Union.
2) 22 Negro soldiers earned the Congressional Medal of Honor.
3) Over 100 Negroes commissioned as officers.

B. Important documents.
1. Emancipation Proclamation January 1, 1863.
a. In actuality, it freed no slaves.
b. Freed only slaves in the South, and Southern owners didn't obey Lincoln as they had seceded.
c. Was not meant to free any slaves of non-rebelling states.
d. Emancipation Proclamation was issued to win back European support and to hurt the South militarily.
2. Thirteenth Amendment
a. Passed by the States on December 18, 1865.
b. Declared that neither slavery nor involuntary servitude, except as a punishment for crime, should exist within the U. S.

C. Lincoln and the Negro
1. Not truly the Great Emancipator.
2. Was not truly interested in the slaves' situation, his only interest was saving the Union.
3. He had planned on gradual emancipation, to be carried out by 1900.
4. Did not believe in Negro equality, in fact, wanted them exported to Africa.
5. Yet Lincoln was not prejudiced as we know it today. Felt that provisions should be made to educate the Negro and the right of franchise should be extended to those Negroes intelligent enough and who owned property.

II. Reconstruction 1865-77
A. Education

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1. Bureau of Refugees, Freedmen and Abandoned Lands, established in 1865 engaged excellent missionary type teachers for the South.
2. Education of the Negro actually had started earlier when Butler at Fortress Monroe communicated that education was the most immediate need of the freedmen. American Missionary Association sent Lockwood to establish at Hampton the first day school for the freedmen. Other schools followed.
3. Freedmen's Bureau and the relief agencies of the different missionaries were chiefly effective in educational work between 1865 and 1870.
4. Bureau reported the establishment of 4,239 schools during the first year of the war.
5. When Federal support was withdrawn in 1870, the schools closed. By this time, they had brought under instruction ten or fifteen percent of the Negro children.
6. In 1870, 21% of the Negroes were literate.

B. Reconstruction through the Churches.
1. Missionary teachers sent to teach during the week and preach on Sunday.
2. Figured significantly in the general uplift of the Negro.
3. Freed Negroes went out and established a church system of their own.

C. Political Reconstruction
1. Lincoln's plan.
   a. General amnesty to Southerners asking only they swear allegiance to United States.
   b. When one-tenth of the state's 1860 electorate had taken such an oath and established a government consistent with Emancipation Proclamation, Lincoln would then recognize that state.
   c. Negroes were to be excluded from political reconstruction.
   d. Federal Bureaus to be established to handle needs of black men and women.
   e. Lincoln, as a general rule, did not seem in favor of giving the vote to Negroes, unless on a selected basis.

2. Johnson as President.
   a. Upon Lincoln's assassination Johnson became president.
   b. Proceeded to implement Lincoln's reconstruction plan.
   c. Congress rebelled and appointed a Joint Committee on Reconstruction.
   d. The Thirteenth Amendment was passed, freeing the slaves.
3. The Negro during Reconstruction.
   a. Freedmen being oppressed almost to the extent of being enslaved.
   b. Negroes beaten or killed for minor offenses with no recourse to justice.
   c. Race riots broke out in the South.
   d. Black codes replaced slave codes but were essentially the same.
   e. Civil Rights Bill passed in 1865 and the 14th Amendment passed. Aimed at preventing any State from making or enforcing a law which would encroach upon the privileges or immunities of citizens of the U. S.
   f. In 1870 the Fifteenth Amendment passed, declaring the right to vote could not be denied on account of race, color, or previous condition of servitude.
4. Congressional Reconstruction
   a. Divided the South into five military districts under martial law.
   b. Before a state could escape martial law they had to accept universal manhood suffrage of all male citizens of 21 years of age without regard to color, race, or previous condition of servitude. State would have to ratify 14th Amendment.
5. Negroes in government.
   a. Each Confederate state had to write a new state constitution.
   b. People to write this were elected and sent as delegates to Constitutional convention. Negroes and whites made up this convention.

c. With Negroes on the committee for writing constitutions, these constitutions promised opportunity to all citizens.
d. Negroes were able to attain high office in the new regime.
e. These Negroes were usually about as competent as the whites that had been elected.
f. It must be noted that the Negroes voted to office were NOT illiterate, ignorant of the science of government and ill prepared for the job. Some were more qualified than others, but that is true of the white officers as well.
g. Negroes took an active part in national government, with 22 elected to the U. S. Congress and two served as Senators.
   1) Hiram R. Revels was first Negro elected to Senate from State of Mississippi.
   2) Blanche Bruce, also of Mississippi second Negro Senator.
   3) The senators and representatives were well educated and experienced in political service for the most part.

6. Carpetbaggers and Scalawags
   a. Carpet baggers were northerners who worked in the South during reconstruction years.
      1) Most came from the North to the South for easy money and political power.
      2) Not all were evil and corrupt as is generally believed.
   b. Scalawags were Southerners who had opposed secession and were cooperating with the reconstruction policies.
7. Weakening of Reconstruction Government
   a. Reconstruction generally came to an end in 1870.
   b. Negroes were discouraged from voting through the Ku Klux Klan.
   c. Gradually a greater number of ex-confederates gained the right to vote.
   d. As more Southerners regained power, a sharp reversal was made in laws that had given political freedom to Negroes.
   e. Hayes, at an election speech, said if he were elected he would withdraw all troops from the South.

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f. New Policies of the Southern states restricted voting from most Negroes.
g. Segregation laws passed and upheld in court.

III. After Reconstruction 1875-1900.
A. Economic situation.
1. In the South the ex-slave holder imposed upon the Negro's willingness to work.
2. Cheated the Negro by means of contract, land tenure and credit system.
3. The Negro had to buy on credit from his employer and was cheated and kept perpetually in debt.
4. Mass exodus to the West to escape this poverty was tried by many Negroes.
B. Industrial growth in the North was given impetus by Negro inventions.
1. Jan Matzeliger invented a machine that manufactured an entire shoe.
2. Elijah McCoy invented the lubricating cup that fed oil to machinery without halting its operation.
3. Granville T. Woods held over 35 patents on devices sold to American Bell, G. E., and Westinghouse.
4. Lewis Latimer worked with Alexander Bell and made the patent drawings for Bell's first telephone.
5. Garrett Morgan invented the gas mask and later developed the automatic traffic light.
6. Norton Rillieux invented machinery that greatly improved evaporation used in the extraction of sugar.
C. Segregation
1. Segregation's excuse purely biological, as segregationists believed that the Negro's biological inferiority made him incapable of intellectual, artistic or moral achievement.
2. Developed by white America as a means of insuring social, political and economic distance between the races.

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3. To keep Negro subservient it was necessary to keep him poor and uneducated but his labor was necessary to the restoration of the South's economy.
4. Preservation of segregation became special function of poor white who needed the psychological release of feeling superior to someone.
   a. Ku Klux Klan was committed to the white supremacy doctrine.
   b. A secret society organized in Pulaski, Tenn. in 1865.
   c. Their white robes and hoods terrorized the Negro, so group continued to terrorize them in actuality.
   d. Group composed mostly of lower-class whites.
   e. Operated mainly as night-riding terrorists, Klan thrived on violence: floggings, lynchings, arson and murder.
   f. Functioned openly until it had accomplished its goal of reducing the Negro vote and restoring control of Southern governments to whites.
5. Courts sanctioned segregation.
   a. First trial involving segregation in 1849 when a Negro girl tried to enter an all white school in Boston. Courts decided for Boston and permitted segregation (Roberts vs City of Boston 1849).
   b. Plessy V. Ferguson (1896) was first segregation case decided by U. S. Supreme Court. Established "separate but equal" doctrine that remained as legal guidepost until 1954.
6. One of leading Negroes, Booker T. Washington, seemed to sanction segregation, in putting forth his separate fingers doctrine. He said his race should concentrate on gaining material advantages through work rather than social equality through militancy.

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NOTE	CONTENT
3. Entire review of Chapters 4, 5, & 6.	D. Migration
4. Exam - Fill-in and Essay not recommended.	1. Many thousands went West, even when their leader advised against it.
	a. Frederick Douglass advised against migrating West feeling it would be better for the blacks to remain in the South where they would have sufficient numbers to wield political power.
	2. Renewal of the colonization theme under the leadership of Bishop H. M. Turner. Tried both Mexico and Africa, but they soon found it impossible to expatriate a whole race.
	3. Many flocked to the Northern cities, draining the South of the most educated Negroes, those best qualified to lead the race toward achievement.
	4. Migration North was mainly to the cities where the hostility of the trade unions to the Negroes was already a handicap.
	a. Labor Unions became the first major American organization to exclude Negroes after the Civil War period.
	b. National Labor Union first admitted Negroes, and then suggested that they form separate locals.
	c. Isaac Myers formed the National Colored Labor Union and worked long hours to make it a powerful labor organization but it failed because of the failure of black and white to unite to fight the power of the employers.
	d. Knights of Labor was a bi-racial union but was ended because of persecution in the Southern states.
	e. A.F. of L. policy of admitting only skilled laborers virtually excluded most Negroes for they had not been permitted to learn key skills.
	f. United Mine Workers Union only one not to discriminate.
	g. Negro was thus often forced into role of strikebreaker. Also forced to work for lower wages than white.
	E. Politics
	1. In 1900, 90% of America's Negroes still lived in the South, as sharecroppers.

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2. Farmers' problems of falling prices, rising railroad rates, and increased cost of farm machinery fell even heavier on the Negro farmer and he was forced to unite, forming the Colored Farmers' Alliance.
3. In the 1890's farmers of both races turned to political action and found a home in the Populist party.
4. Negroes served on Populist party executive boards and were elected to local and state offices.
5. Negroes placed an important role in the 1896 Populist convention at St. Louis and the election that followed.
6. Negro Populist paid a price for their racial egalitarianism. Terror and murder swept the South.
   a. Lynchings reached a peak of four a week by 1892.
   b. Each state of the old Confederacy systematically and legally disenfranchised the black citizen.
      1) Grandfather clause (you could vote if your grandfather voted in the 1867 election - since no Negro had the vote then, he was refused the vote effectively and legally).
      2) Literacy tests, poll taxes, and other tests.

IV. Great Black Americans

(There is enough information and importance to each of the first three men here mentioned to have a committee report on each one. For the teacher's benefit, only the most pertinent information will be given. Books at all reading levels are available about each man.)

A. Frederick Douglass (nee Frederick Augustus Washington Bailey)
   1. Born, February 1817 a slave in Tuckahoe, Maryland.
   2. Taught to read and write by one of his owners.
   3. Escaped to New York at age 21.
   4. Eloquent speaker, spoke for antislavery societies.
   5. Worked with William Lloyd Garrison, publisher of <u>The Liberator</u>, an abolitionist newspaper.

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6. Published his own paper, the North Star and through his writings continued to speak out for the Negro's freedom.
7. Was the most outspoken and best-known leader during the period of slavery.

B. Booker T. Washington
1. Born April 5, 1856 in Virginia.
2. Attended and graduated from Hampton Institute.
3. Started a school in Alabama which grew famous as a trade school (vocational-educational program) Tuskegee Institute.
4. Through his speeches and writings he spread his ideas of solutions of the emancipation problems.
5. Famous for his statement "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress." It was interpreted by whites to mean he was speaking in favor of segregation.

C. W. E. B. DuBois
1. Born February 23, 1868 in Massachusetts.
2. In school took college preparatory courses.
3. Went to Fisk University in Nashville, Tenn.
4. Received a doctorate degree at Harvard and taught at University of Pennsylvania, Wilberforce U. and Atlanta University,
5. Organized a group of professional men into the Niagara Movement, which supported the idea that the educated blacks (the talented tenth) must organize to get immediate integration.

c. In his book, <u>The Souls of Black Folk</u>, he replied to the ideas of Booker T. Washington. He believed in training the Negro not only to make a living, but with knowledge and character to teach others.

7. In 1909 his Niagara Movement joined with a group of Negro and white citizens to form National Association for the Advancement of Colored People. (NAACP).

D. Famous Blacks in the Arts
   1. Robert Duncanson
      a. Earned fame as a landscape artist.
      b. One of his paintings bought for Windsor Castle.
   2. Edmonia Lewis
      a. One of few women artists of the 1800's.
      b. First successes in sculpture were portrait busts of famous individuals, including Lincoln, John Brown and Longfellow.
   3. Henry Tanner
      a. Studied in Philadelphia but later went to Paris where he was unhampered by racial restrictions.
      b. Did many religious paintings of great fame.
      c. His work in the collections of the well known art museums of the country.
   4. Paul Laurence Dunbar
      a. Attended school in Ohio
      b. Wrote poetry mainly
      c. Reputation established when a collection of his first two volumes came out called Lyrics of a Lowly Life in 1897.
      d. Was invited to read his poetry at the Diamond Jubilee celebration of Queen Victoria's reign as ruler of England.

E. Dr. Williams
   1. First man to sew up a human heart and thus save a life.
   2. Established Providence Hospital in Chicago, the first one to allow both black and white doctors to operate.
   3. Started first training center for Negro nurses.

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NOTE:

1. Filmstrips "New Leadership" and "The Turning Tide." Question and Answer period.

2. Class is now ready to begin Chapter 7, Expanding Opportunity.

3. Filmstrip, "Progress Depression and Global Way."

4. Class is now ready to begin Chapter 8, The Current Struggle.

I. Organizations for Negro Advancement in the early part of the century.
   A. Niagara Movement--1905
      1. Led by W.E.B. DuBois, it was started to work out the solutions to racial problems.
      2. Openly criticized Booker T. Washington's idea of solving the Negro's problems through a first step of job training.
      3. Purpose was to bring an end to racial discrimination.
      4. Although never a strong organization, it proved that Negro leaders had analyzed the problem of their situation and were ready to work together.
   B. National Association for the Advancement of Colored People (NAACP).
      1. Formed from a meeting of blacks and whites, including the top members of Niagara Movement.
      2. Goal was protection of the citizen rights of the Negroes.
      3. Opposed all forms of racial segregation and discrimination.
      4. Worked by legal action and through publicity and public education.
      5. Defended Negroes' rights in court.
      6. Worked for the right to vote and brought legal action against the grandfather clause.
      7. Still a powerful bi-racial organization which works for civil rights.
   C. The Urban League
      1. Founded to help migrating Negroes adjust to city life.
      2. The National Urban League was formed in 1910.
      3. The Urban League is:
         a. A social agency working for Negroes in the areas of increased job opportunities, improved housing in urban centers, adequate health and welfare services, proper career guidance for youth and strong family groups.
         b. An interracial organization created to better racial relationships in American communities and to educate the Nation as to the realities of its racial situation.
         c. A community planning agency which participates in the planning and decision-making of the most powerful economic, social and civic groups in America to assure equal consideration of all citizens.

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4. At first, no Negro officers training schools.
   a. One started in Iowa.
   b. Negro officers, although well trained, were unwanted.
   c. A campaign to discredit all Negro officers.
   d. Treated unfairly, charged with unfair complaints, led into treacherous campaigns and abandoned.
   e. A general policy in France by white officers to eliminate all Negro officers.
5. Gross prejudice shown in the army.
   a. Tried to force French to accept Negro as undesirable.
   b. Negroes not allowed to travel, eat or sleep with whites.
   c. Directives sent out by U.S. to French branding the Negro as a menace of degeneracy.
6. As a fighter, however, the Negro could not be discredited.
   a. Many returned as heroes decorated by France for their bravery.
   b. One Negro regiment received more combat citations than any other American regiment in France.

C. The Welcome Home of Negro soldiers.
1. Negro hating element of America were afraid the Negro soldier would expect the same amount of democracy shown him by the French to be now evident in America.
2. Tried to intimidate the Negro by editorials to accept the "recognized inferiority."
3. Woodrow Wilson sent a Negro, Robert Moton, to speak to Negro soldiers in camps in France. He bluntly told the Negro soldier not to expect democracy in U.S.
4. His mission made the Negro soldiers more determined to resist social repression and riots followed their return.
5. Negro soldiers returning to the South were objects of contempt, and if they asked for equality, they were beaten, shot or lynched.
6. Negroes were pulled from vehicles and beaten and nowhere were they safe from injustice.
7. Although the Negro helped to save democracy abroad, he had to fight to enjoy it at home.

III. The Depression
A. Work conditions
1. Negroes suffered more as a general rule than did the whites during the depression. Saying went "last hired, first fired."
2. Total number of Negroes without jobs compared to number of Negroes was three to four times higher than percentage of unemployed whites.
3. Jobs were so scarce and discrimination predominate, so that a slogan was adopted "More jobs for Negroes; Buy where you can Work."

68000

4. Picketing of stores, particularly in the large department stores near the Negro districts, finally broke down the barriers and opened the jobs for clerks to the Negro.

B. President Roosevelt
   1. Hired many Negro advisors to form a Black Cabinet.
   2. The Depression brought the Negro vote into the Democratic party.
   3. New Deal agencies aided Negroes
      a. PWA--Public Works Administration, supplied money for building schools, bridges, streets, etc. creating jobs for blacks and whites.
      b. CCC-Civilian Conservation Corps--work as foresters.
      c. National Youth Administration--found part-time jobs for youths to enable them to remain in school. Negroes shared in all these programs and took advantage of the opportunities that were offered.
   4. Negroes with high qualifications appointed as public officials.
      a. Mary Bethune--Director of Division of Negro Affairs of the NYA.
      b. William Hastie served as Assistant Solicitor in Department of Interior Later appointed Judge of the U.S. Court of Appeals.
      c. Dr. Robert Weaver--First Negro to be advisor in Department of Interior
      d. By 1940, more than a hundred competent Negroes held responsible positions in the Roosevelt administration.
   5. Negroes hired by the administration as typists, clerks and secretaries.
   6. NAACP began its legal battle to desegregate schools.

C. A. Philip Randolph
   1. Organized the Brotherhood of Sleeping Car Porters and Maids.
   2. Gained recognition for his Union.
   3. In 1941, organized and planned a march on Washington to demand the hiring of Negroes in the growing defense industry.
   4. Won the first major executive order since the Emancipation Proclamation. The order banned discrimination in the hiring policies of companies under government contract. It also established the F.E.P.C. to hear charges of discrimination.

IV. World War II

A. War expanded industry, but still discrimination barred Negroes from getting jobs in certain defense industries.
   1. Barred from Unions, they could not appeal for equal opportunities.
   2. Urban League and NAACP did what they could to fight racial discrimination in industry.

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NOTE:

5. Filmstrip, "Hope Disillusionment and Sacrifice," produced by Un. Ed and Visual Arts.

6. Class is now ready to begin Chapter 9.

7. Filmstrips, "Black Guardians of Freedom," produced by Coca-Cola and "The Black Odyssey, Migration to the Cities," produced by GA.

8. The class is now ready to begin Chapter 10, The End of the Negro Pilgrimage and Chapter 11, A New Spirit.

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B. Desegregation of the Armed Forces
   1. At beginning of war, Negro servicemen trained and fought in all-Negro units as the policy had been in previous wars.
   2. Gradually steps taken to break down segregation
      a. In the Navy, in 1941, Negroes served as messmen only
      b. In 1942, were accepted as crewmen
      c. In 1944, an experiment in integration on 25 regular naval vessels worked well.
      d. In 1945, segregated training camps were closed.
      e. In 1946, complete integration in the Navy.
   3. Courage and effectiveness of Negro troops recognized in all theatres of war.
   4. In 1948, Truman issued Executive order 9981, which called for official desegregation of the Armed Forces.
   5. The Negro race had their fair share of heroes, testimony to their ability and bravery.

C. The fight for democracy against Communism brought attention to the importance of human rights and freedom for all citizens.

D. The protection of the rights of all minority groups is necessary for a strong democracy and led to the fight for equal rights seen in the past thirty years.

V. Negro Advancement

A. NAACP
   1. In 30's and 40's stepped up its drive for racial equality
      a. Protected rights that had been guaranteed by law.
      b. Worked for new laws that would bring great equality.
   2. Campaigned firmly against poll taxes
   3. Acted against racial violence, lynchings and beatings and its leader, Walter White, investigated the causes and results of mob violence.
   4. Greatest effort and success in overcoming discrimination in education
      a. Worked to improve unequal conditions that existed.
      b. Won equal pay for Negro teachers in the South.
   5. Thurgood Marshall, lawyer for NAACP first brought to court cases challenging the school systems, concentrating his effort on proving separate facilities not equal.
   6. In 1952, brought to court the famous case Brown vs. Board of Education of Topeka.
      a. raised question as to whether segregated schools, even if equal, deprived children of equal educational opportunities.
      b. In 1954, the Court reached its decision that the segregated educational systems were unequal.
      c. reversed the 1896 Plessy vs. Ferguson case of separate but equal.
      d. the schools were told to abolish segregation with all deliberate speed.

7. In 1956, Supreme Court ruled that colleges and universities supported with public funds must be open to all students.
8. Many communities integrated peacefully, even in the South. Many did not, such as Little Rock, Oxford, Mississippi, where federal troops were required to quiet disorder and enforce to the Court ruling.

B. Montgomery Improvement Association
1. Formed to protest racial segregation on city buses.
2. Led by Martin Luther King, Jr. in 1955.
3. By boycotting a bus line, forced them to take the issue to court.
4. Court ruled that racial segregation is illegal on local public transportation.

C. SCLC
1. Southern Christian Leadership Conference, also led by King.
2. Formed in 1957, worked to overcome segregation on city buses in other communities.
3. Believed in non-violent methods.
4. Basic aim of achieving full citizenship rights, equality and the integration of the Negro in all aspects of American life.
5. Activity revolves around two main points.
   a. Use of nonviolent philosophy as a means of creative protest.
   b. Securing the right of the ballot for every citizen.
6. Believed the true nonviolent resister presents his physical body as an instrument to defeat the system.

D. CORE
1. Congress of Racial Equality formed in 1942.
2. Sent out Freedom Riders in 1961 to protest segregation of interstate buses.
3. Freedom riders, both Negro and white, sat side by side on buses, defied segregation of facilities in bus stations and sat together in waiting rooms and ate at lunch counters.
4. Publicity given this project built favorable support and by 1962 desegregation had been accomplished in many communities.
5. Floyd McKissick, National Director of CORE since 1965 urges political and economic action, suggesting the formation of a Negro political party.

E. Nation of Islam or Black Muslims started in 1930
1. Most militant group of the protest movement.
2. Originally urged complete separation of Negroes and whites.
3. Elijah Muhammad took over leadership of the group and the members of the Black Muslims dropped their last names and took on the letter X to indicate their true names had been lost during slavery.

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4. Program stressed racial pride, honesty, thrift, cleanliness and hard work and is a religious based movement.
5. A young follower, Malcolm X broke with Muhammed in 1964 and set up his own movement, the Organization of Afro-American Unity supporting separation of races and violence.
6. Respond to racial tension by aggression, avoidance, and acceptance.
7. Goals are united front of Black men, racial separation and economic separations.

VI. Events and Legislation of the 60's.
- A. Civil Rights Act 1964
  1. Abolished racial discrimination in four areas.
     a. All citizens had equal rights to use tax supported facilities.
     b. Discrimination banned in most public businesses such as restaurants, hotels, etc.
     c. Guaranteed equal voting rights to all citizens.
     d. Banned discrimination in employment and Union membership.
  2. Following the Act, riots and violence increased.
- B. Voting Rights Act 1965
  1. Aimed at abolishing literacy tests.
  2. Granted authority for federal agents to supervise the registration of voters in certain areas.
- C. SNCC (Student Nonviolent Coordinating Committee)
  1. Major social movement being led by youngsters (college and high school).
  2. Began on the campuses.
  3. Members are radical, they have no actual party, ideology or creed.
  4. Believe in civil disobedience but not in violence.
  5. Believe not in political power which they distrust, but in the power of people on the streets and in the picket line.
- D. Black Panthers
  1. Militant group--not opposed to violence when necessary.
  2. Huey Newton--Leader.

VII. Negro Contributions to American Life
- A. The Arts
  1. Gordon Parks--photographer
     a. Staff photographer for Life Magazine.
     b. Named magazine Photographer of the Year in 1961.

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2. Marian Anderson
   a. In 1927 won a contest to sing as guest soloist with New York Philharmonic Orchestra.
   b. Became a highly successful concert star in Europe, and then returned to U.S. where she won acclaim.
   c. Was first Negro to become a member of the Metropolitan Opera Company.
3. W.C. Handy--Father of the Blues
   a. Composed haunting melodies of sadness, despair and hope.
   b. Wrote Memphis Blues,. St. Louis Blues
4. Louis Armstrong--Ambassador of Jazz
   a. Skill with the trumpet led him around
   b. Worked out own unique style of playing jazz on the trumpet.

B. Education
1. Dr. Carter Woodson
   a. Educator and historian.
   b. Interested in Negro History and wrote Negro in our History.
   c. Founded the Organization for the Study of Negro Life.
2. Mary McLeod Bethune
   a. School teacher, builder of a school, public speaker and government administrator.
   b. Founded the Bethune-Cookman College, a vocational-industrial school.

C. Science
1. Dr. Charles Drew
   a. Doctor and scientist, developed a process of changing blood to plasma
   b. Started blood banks and organized a large scale collection of blood plasmas for the Armed Forces of United States.
2. Percy Julian
   a. Worked in chemical research bringing him recognition.
   b. Founded the Julian Laboratories which produces various drugs and hormones.
   c. His name has been listed in Who's Who in America for several years.

D. Political Leaders
1. Ralph J. Bunche--International leader
   a. Awarded the Nobel Peace Prize in 1950.
   b. Works for World Peace through the United Nations.
   c. Has traveled around the world doing special jobs in the interest of world peace
2. Martin Luther King, Jr.
   a. Civil Rights leader

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NOTE:

9. Entire review of Chapters 7, 8, 9, 10, and 11.

10. Exam - Fill-in and Essay not recommended.

11. Committee present-examinations should be given. Followed by an entire review of the Negro Pilgrimage in America.

12. Unit Test should be given to reinforce the importance of the topic.

13. Scope, Scoring Key, Answer Key and Grading Key are found on following pages.

14. Unit Test is also found on following pages.

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b. Led boycott against bus segregation.
c. Was famous for inspirational speeches
d. Received Nobel Peace Prize in 1964 for his work in race relations.
e. Was assassinated in 1968

3. Malcolm X
   a. Great strength lay in his ability to express the bitterness and anger of many black people toward society.
   b. Was an active member of the Black Muslims but broke with that group to form one of his own.

E. Journalism
   1. John Johnson
      a. Printed the Negro Digest, a small magazine about Negro affairs.
      b. In 1945, started the magazine for Negroes Ebony.
      c. Has since published three more, Jet, Hue, and Tan, all magazines for Negroes.

THE NEGRO PILGRIMAGE IN AMERICA

UNIT TEST

8.3B

SCOPE

Unit test on The Negro Pilgrimage in America from the 14th - 20th Century

SCORING KEY

TRUE + FALSE	20 items	1 point each	20 points
MATCHING	12 items	1 point each	12 points
MULTIPLE CHOICE	10 items	3 point each	30 points
		Total	62 points

GRADING KEY

62 - 54 = A

53 - 46 = B

45 - 38 = C

37 - 27 = D

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THE NEGRO PILGRIMAGE IN AMERICA

UNIT TEST

8.3B

ANSWER KEY

True + False

1.	T	6.	T	11.	T	16.	T
2.	F	7.	T	12.	F	17.	T
3.	T	8.	T	13.	F	18.	T
4.	T	9.	T	14.	T	19.	T
5.	T	10.	F	15.	T	20.	T

MATCHING

1.	K	7.	B
2.	Q	8.	I
3.	D	9.	S
4.	T	10.	L
5.	W	11.	R
6.	C	12.	P

MULTIPLE CHOICE

1.	B	6.	C
2.	B	7.	B
3.	C	8.	C
4.	B	9.	A
5.	A	10.	B

THE NEGRO PILGRIMAGE IN AMERICA NAME_____

UNIT TEST PERIOD_____

TRUE AND FALSE (if the statement is true, mark it with a (T), if the statement is false, mark it with an (F).

1. _____By accident or plan, Portuguese and Spanish slavers helped preserve a considerable amount of African culture in their American colonies.
2. _____The first Negroes to arrive in the Western Hemisphere were the twenty traded in Jamestown Harbor.
3. _____The Abolitionist campaign was the channel through which the American Negro Press came into being.
4. _____Actually, in several American cities, Free Negroes were a significant segment of the taxpaying population.
5. _____The conditions under which the slaves lived were frequently ignored by the Church.
6. _____The Presidential campaign of 1860 ended in a Republican victory.
7. _____Lincoln did, however, believe Congress should prevent slavery from being extended into the Western territories.
8. _____By the end of the Civil War, 200,000 Negroes had served.
9. _____Slavery had been justified in the South on both the theological and sociological grounds.
10. _____Between 1870 and 1900, no whites were arrested for Klan butchery.
11. _____When the U. S. entered World War I on April 6, 1917, approximately 10,000 Negroes were already serving.
12. _____The bloodiest and longest race riot of 1919 occurred in New York.
13. _____Traditionally, railways, bus stations and airport facilities all over the South were not segregated.
14. _____Little Rock became a symbol of the "frictions and abrasions" of social change.
15. _____In 1965, the arena of civil rights protest shifted from the South to the great cities of the North.
16. _____American Negroes have often been criticized for not being like "the Jews."
17. _____The last mile between slavery and freedom is a mile the man who would be truly free has to walk alone.
18. _____The New Blacks - the black youth of the contemporary generation - <u>have soul</u>.
19. _____There was a progressive shift from a non-violent, Christian-oriented ideology to a new more pragmatic perspective freedom now by any means.
20. _____Some black leaders called for "<u>sanity</u>" - the recognition that the black minority needed the white majority to win its freedom.

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THE NEGRO PILGRIMAGE IN AMERICA NAME_____

UNIT TEST PERIOD_____

MATCHING (Before each statement at the left, write the letter of its definition).

1. _____ Wrote an autobiography that is one of the most detailed accounts of life of an 18th century slave.
2. _____ Famous Negro Poetess of New England in 1752.
3. _____ Navigator of the Nina, one of the ships which explored the new world with Columbus in 1492.
4. _____ Negro scientist and mathematician who helped survey and lay out the District of Columbia in 1731.
5. _____ The first to die in the Boston Massacre in 1770.
6. _____ Emerged as a hero of the Battle of Bunker Hill in 1775.
7. _____ Led eleven hundred fellow slaves to attack Richmond in 1800.
8. _____ First Negro Newspaper, Freedom's Journal, founder in 1827.
9. _____ Editor of the Liberator in 1835.
10. _____ Led fellow slaves into Southampton County where 59 people were murdered in 1831.
11. _____ Called for Negroes to gain advantages through work, not by militating for social equality in 1895.
12. _____ Wrote "The Souls of Black Folks" in 1903.

a. Denmark Vesey
b. Gabriel Prosser
c. Peter Salem
d. Pedro Alonzo Nino
e. Dr. James Smith
f. William C. Neil
g. Anthony Johnson
h. William Wells Brown
i. John B. Russwarm
j. David Ruggles
k. Gustavus Vassa
l. Nat Turner
m. Jupiter Hamman
n. Robert Gordon
o. J.W.C. Pennington
p. Dr. W.E.B. DuBois
q. Phillis Wheatley
r. Booker T. Washington
s. William Lloyd Garrison
t. Benjamin Banneker
u. James Birney
v. Elihu Embree
w. Crispus Attucks

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THE NEGRO PILGRIMAGE IN AMERICA NAME_____

UNIT TEST PERIOD_____

MULTIPLE CHOICE (Write the letter of your choice that best completes each statement).

1. ____ The first Black Woman in Congress
   a. Shirley Evans
   b. Shirley Chisholm
   c. Sarah Anderson
2. ____ The apostle of non-violent tactics for social change.
   a. Booker T. Washington
   b. Martin Luther King, Jr.
   c. James Baldwin
3. ____ Member of the House of Representatives from Harlem in 1967.
   a. Edward Brooke
   b. Stokely Carmichael
   c. Adam Clayton Powell
4. ____ The greatest heavy-weight champion of boxing
   a. Joe Frazier
   b. Mohammed Ali
   c. Rocky Marciano
5. ____ Split with the Black Muslims and founded a new movement.
   a. Malcolm X
   b. Constance Motley
   c. Robert Weaver
6. ____ South Brother and Sister No. 1
   a. Ray Charles and Ella Fitzgerald
   b. Jimmy Hendrix and Roberta Flack
   c. James Brown and Aretha Franklin
7. ____ The Moses of her race.
   a. Shirley Chisholm
   b. Harriet Tubman
   c. Phyllis Wheatley
8. ____ The Foremost Negro Abolitionist of the 1840's.
   a. William Still
   b. Carter Woodson
   c. Frederick Douglass
9. ____ First Black Supreme Court Justice
   a. Thurgood Marshall
   b. Adam Clayton Powell
   c. Lester Maddox
10. ____ Racial protest during playing of "The Star Spangled Banner" at the Olympic Games
   a. Bob Hayes
   b. John Carlos
   c. Jessie Owens

STRATEGY	LEARNING ACTIVITIES
VI. Suggested Retrieval Activities	The pupils are usually very inventive and need little encouragement to prepare interesting ways of presenting their findings to the class. A few ideas are listed below:

1. Draw a mural type timeline showing the major development in the fight for freedom.
2. Make a pictorial Hall of Fame where pictures, reports and when possible, examples of contributions of great Negroes can be displayed.
3. From the book African Crafts for You to Make make a display of an ancient civilization's city, ceremonial realia, games, etc.
4. Stage an original play about the Emancipation Proclamation or some other development in the Negroes' Civil Rights movement.
5. Asking parents or P.T.A. for old magazines, compile a scrapbook of recent incidents relative to the Civil Rights Movement.
6. Oral or written reports can be made on innumerable Negroes and their contributions.
7. Trace the change in public attitude towards Negroes in sports, or music or art.
8. "Interview" a famous speaker such as DuBois or Douglass.
9. Have a speaking debate between students, each taking the part of a different Civil Rights leader. Make sure they are versed on the opinions and beliefs of the persons whom they are impersonating. Booker T. Washington in debate with DuBois for instance, where each wants civil rights but believes in opposite ways of achieving the same ends.
10. Re-enact a famous court case such as Plessy vs. Ferguson.

VII. Overview

After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised and see whether they have been answered. The major questions will require review so that a foundation is laid for going beyond the material studied to the generalizations.

Some Big Questions which might be considered during the overview would be:

1. What were the basic causes for the popular belief that the Negro race was an inferior race?

2. What can be done on the individual level to help overcome deep rooted prejudice?

3. What are some things that have transpired throughout history to make the Negro of today so often display hate towards the white?

4. What are some of the major governmental policies that have affected the Negroes' role in society?

5. Why do people act with prejudice toward others? Is it right? Why?

6. Have the Negroes who have been victims of prejudice acted in a prejudiced way toward others? Why? Can you give specific examples.

What are some of the solutions that have been tried throughout the years to solve the racial problem?

22000

VIII. Generalizations

1. There is no society without methods of production, distribution, consumption and form of exchange.
2. Factory production brought population congestion.
3. One of the basic incitements to violence has been that there was not enough of the world's goods to go around among the many claimants, even with the low standards of living accepted as normal in a given time.
4. Prestige is wielded in the modern world through control over or access to the formal channels of mass communication--press, radio, film, and in another respect, church and school.
5. Of all such monopolies (of power) the most immediately fatal to democracy is the monopoly of the media of opinion.
6. The greater the degree to which members of one group perceive the behavior of members of another as being hostile, the more communication between the two groups will be reduced.
7. The answer to the question, who shall be educated and in what degree, goes far in determining the instructional program in any educational system.
8. Regional conditions, physiographic and socio economic alike, have direct bearing upon the curriculum and lend unique qualities to every educational program.
9. Because of the influence of the political nature of the state, and that of the culture as a whole, an educational system is largely influenced and its character largely determined by factors and forces outside the school.
10. What individuals do and what they learn vary from two different cultures since the cultural environment clearly has more effect on learning than does the natural environment.
11. The ways in which basic drives are satisfied vary enormously, different cultures giving different directions to their expression, and producing variety as well as conformity.
12. ...There is apparently nothing in the native constitution of any normal human creature which precludes his acquisition of the language, habits, skills, outlooks, and appreciations of the particular national community in which he is reared.
13. Within a society people who are considered normal have many similar play experiences.
14. There are few types of activities that have greater unifying influence than the communal forms of recreation.
15. Social disorganization affects recreation adversely...
16. Inherent in the association of human beings in society is the problem of regulating the power of some individuals or groups over others.
17. ...as a social movement continues to grow, it acquires a framework of organization.
18. Social institutions change when human needs change.
19. Every type of great association has at one time or another been considered subversive.
20. When private property rights are a recognized means to personal security and happiness, men will organize governments to protest these rights.

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VIII. Generalizations

21. The continuing and most inclusive issue of politics is the relationship between the liberty of the individual and the authority of the state or government.
22. A democratic society derives its strength from the effective functioning of the multitude of groups which it contains.
23. Out of a situation of social unrest and dissatisfaction, a state of social disorganization, there will arise sooner or later individuals who will lead the sufferers in protest.
24. In all times and in all places, people have expressed themselves religiously.
25. Though relatively tenacious, religious tradition, even at the level of primitive culture, undergoes change and development.
26. There are no societies which lack artistic activities altogether.
27. Everywhere man sings, and in singing experiences the satisfactions that go with all forms of self expression.
28. Men want peace, order, prosperity, a right to live their own lives in their own way--and they frame governments to these ends.
29. Modern technology is changing at a rapid rate and creating important social changes with which our social institutions have not yet caught up.

These are a few of the generalizations that might be reached upon conclusion of this unit. Students should not be expected to arrive at all these generalizations, and certainly not in this phrasing but in their own words.

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IX. Suggested Culminating Activities

The following activities are presented to suggest to the teacher the kinds of activities which he and the class may want to develop. They are only indicative of activities and are not intended to be prescriptive. In fact, it is hoped that the class will actively seek to develop original culminating activities which are meaningful to them rather than those which might be handed to them by the teacher or a "unit."

1. Birthday Celebration--Dr. Martin Luther King, Jr.
In conjunction with the birthday of Dr. Martin Luther King, January 15, (or another special day for Black Americans) prepare a special celebration which could cover the various topics researched by the class during this unit.

2. Slides
In various ways the class can write a script and prepare a slide program. These slides may be of students dressed in appropriate costumes and in situations described in the script. The slide program could also be enhanced with the addition of a coordinated tape recording prepared by the class. This tape might include music as well as the narrated script. (Allows for a good opportunity for the teacher to emphasize and work on diction and other elements of effective communication.)

3. School Bulletin Board Series
From the information generated by the study of the unit, the class may decide to design and develop a series of bulletin boards to inform the school of their major findings. The committees may each be assigned responsibility for one or two displays thus insuring from five to ten in the series.

4. Poetry
An effective way to "get inside" the feelings of a group of people in a specific set of circumstances is to attempt to write poetry or other written materials "from their point of view." A program could be prepared comparing "their" view from other prevalent views about them.

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A thorough description of the life and philosophy of a great educator who believed that black and white could live in harmony.

Sterne, Emma Gelders. They Took Their Stand. Crowell-Collier, 1968.
A semi-fiction coverage of eleven southern whites who have stood up for their black neighborhoods.

Tresolini, Rocaco J. These Liberties: Case Studies in Civil Rights. Lippincott, 1968.

Vdom, E.V. Essien, Black Nationalism, University of Chicago Press, 1962.

Washington, Booker T. Up From Slavery, Bantam, 1967

Wish, Harvey, Slavery in the South, New York: 1964

Young, Whitney. Beyond Racism. New York: McGraw Hill, 1969.

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Chu, Daniel, and Skinner, Elliott, A Glorious Age in Africa: Garden City, Doubleday and Company, 1965.
Story of the three great African Empires. Well written and comparatively easy reading level (easy Jr. High)

D'Amato, Alex and Janet, African Crafts for you to Make, New York, Messner, 1969
A source book with pattern for making African villages, ceremonial masks, household objects as well as personal adornment.

Dobler, Lavinia and Brown, William, Great Rulers of the African Past, Garden City, Doubleday and Company, 1965
Five African Rules who led their nations in time of crisis. (easy Jr. High)

DaSilva, Benjamin, Finkelstein, Milton, and Loshen, Arlene, The Afro-American in United States History, New York Doubleday Book Company, 1969.
A text book with exercises at the end of each chapter. Quite comprehensive and covers the main points well.

Katz, William Loren, Teachers' Guide to American Negro History, Chicago, Quadrangle Books, 1968
A must for all teachers and classrooms. A short analysis of all major events in the history of the Negro fight for equality, with excellent bibliography after each section.

Lincoln, C. Eric, The Negro Pilgrimage in America, New York: Bantam Books, 1967.
An account of the Negro in American history from slavery in Africa to the present-day struggle for full and equal rights. Highly recommended for teachers and advanced students.

Lincoln, C. Eric, The Black Muslims in America, Boston, Beacon Press, 1961
Full study of the Black Muslims

Lomax, Louis, The Negro Revolt, New York, Signet Books, 1962

Meier, August, and Rudwick, Elliott, Ed., The Making of Black America, New York, Atheneum, 1969

Meier, August and Broderick, Francis, Negro Protest Thought in the Twentieth Century, New York, Bobbs-Merrill Co.--1965, Through commentary and excerpts, emphasis is on the programs and platforms of those organizations that have spoken for the Negro

Metcalf, George R., Black Profiles, New York, McGraw-Hill Book Co., 1968

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Morsbach, Mabel, The Negro in American Life, New York, Harcourt, Brace and World, Inc. 1966
Designed for use in classes in American History. The correlated study of Negro contributions within the framework of the historical development of the U.S. should enrich the pupils' appreciation for the role of minorities in the growth of American progress. Highly recommended for student use.

Stratton, Madeline, Negroes Who Helped Build America, Boston, Ginn and Company, 1955

Woodson, Carter G., and Wesley, Charles, The Negro in Our History, Washington D.C., Associated Publishers, Inc. 1966. The most comprehensive book on Negro history, written by a Negro scholar yet unbiased. Well notated, with the subheadings in the margins for easy location of information and a complete bibliography and index. Highly recommended for teachers and as a resource book for better students.

Young, Margaret, B., Black American Leaders, New York, Franklin Watts, Inc. 1969

Zinn, Howard, SNCC, Student Nonviolent Coordinating Committee. The New Abolitionists, Boston, Beacon Press, 1964.

DOCUMENTARY RECORDS

C977 The Glory of Negro History, 12" L.P. $5.79--Written and narrated by Langston Hughes. Together with African chants and American Negro folk songs, this documentary tells of the triumphs and tragedies of black Americans. An all-inclusive history, it is valuable for older children and adults.

CN54 Great Moments in Negro History, 12" L.P. $4.98--Saga of the Black Man in America through dramatization and music, from the pre-revolutionary period to our times.

C977A Great Negro Americans, 12" L.P. $5.50--Stories of Ralph Bunche, A. Phillip Randolph, Marian Anderson, Louis Armstrong and others, --teacher's guide.

C875 The Negro Woman, 12" L.P. $5.79 Biographies and quotations from the writings and speeches of Phyllis Wheatley, Sojourner Truth, Harriet Tubman, Frances Harper, Mary McLeod Bethune/ women who fought both racial prejudice and prejudice against sex.

C943 John Brown's Body, Album of 2, 12" L.P. $11.98--Stephen Vincent Benet's Pulitzer prize winning dramatic poem about the Civil War narrated with musical accompaniment. Adapted and directed by Charles Laughton.

C976 Autobiography of Frederick Douglass 12" L.P. $5.79--Ossie Davis reads from the books, speeches and Journals of Frederick Douglass' childhood, his escape from slavery and his publication of the newspaper, North Star. Booklet, too.

CN58 W.E.B. DuBois 12" L.P. $5.79--A recorded autobiography that includes the story of the NAACP, the Crisis, Africa, Peace Congresses, Young People, Interview by Moses-Booklet included.

C946 Black Pioneers in American History 12" L.P. $5.95--Moses Gunn and Eartha Kitt read from autobiographies of Frederick Douglass, Susie King Taylor (nurse for Civil War Negro Troops), Nat Love (cowboy Deadwood Dick-Charlotte Forten (teacher of recently freed slaves in South Carolina,) and others.

C947 Confessions of Nat Turner 12" L.P. $4.98-Brock Peters reads the original confession of Nat Turner as made to T.R. Gray, November 1, 1831.

C948 Up From Slavery 12" L.P. $4.98--The Autobiography of Booker T. Washington read by Chuck Daniel

CN57 In White America 12" L.P. with photographs $6.98--Theatrical production written from original documents relating the history of the Negro in the United States.

CN10 Movement Soul 12" L.P. $4.98-Live recordings from the Freedom Movement of the deep South at times of emotion and confrontation; mass meetings in Selma, Alabama, Jackson, Mississippi, Washington; Memorial services for murdered civil rights workers, etc.

CN51 The Sit-in Story 12" L.P. $5.79--Documentary record--narration by Edwin Randall, includes comments by Dr. Martin Luther King, Reverend Ralph Abernathy, and six other speakers. Booklet included.

CN13 March on Washington Documentary 12" L.P. $5.79--Official recording of speeches by Dr. Martin Luther King, Jr., Floyd McKissick, John Lewis, Whitney Young, Jr., Roy Wilkins, Bayard Rustin, Walter Reuther, Rabbi Joachim Prinz and A. Phillip Randolph.

CN14 Martin Luther King at Zion Hill--12" L.P.--$4.98--Recording of six speeches that reflect Dr. King's Philosophy; the Negro Dilemma, Fun Town U.S.A. (My Little Girl) The Ballot (Black Supremacy) etc.

CN17 Malcolm X Speaking 12" L.P. $4.98-Live recordings of five speeches by Malcolm X express his views on violence and non-violence, human rights, and civil rights, Birmingham Sunday School Bombing, the Ballot or the Bullet and Black Nationalism.

CN18 The Last Message, Album of 2-12" L.P. $9.98--Recording in which Malcolm X speaks of black men's identity, their attitudes about themselves, their use of mass media, the need for building leaders and black unity, the meaning of riots and rebellion, the imperialist role of European and American power, and the recognition of African and Afro-American brotherhood.

These records may all be ordered from: Children's Music Center Incorporated
5373 West Pico Boulevard

28000

The number of materials on the history of the Negro has been proliferating rapidly in recent years. The following is a partial list of places that may be contacted for various materials:

The Council on Interracial Books for Children, Inc., 9 E. 40th Street, New York 10016, promotes books with interracial themes, supplies lists of materials for all ages, and issues a useful newsletter.

The U.S. Government Printing Office, Washington, D.C., provides a catalog of available materials. Its inexpensive booklets and reports cover many aspects of this topic.

The U.S. Civil Rights Commission, Washington, D.C. Its annual report covers many phases of Negro life in America.

The New York State Commission Against Discrimination and similar organizations in many states provide reports and materials upon request.

The National Association for the Advancement of Colored People, 20 W. 40th Street, New York 10018. The Association issues the monthly Crisis magazine, yearly reports, and a wide variety of booklets dealing with the Negro and Civil rights.

The National Urban League, 14 E. 48th Street, New York 10017, Issues annual and special reports on opportunities for Negroes.

The Negro Bibliographic and Research Center, Inc., 117 R Street, N.E. Washington, D.C. publishes a quarterly bibliographic survey of materials on the Negro.

The American Civil Liberties Union, 156 Fifth Avenue, New York 10010. Its newsletter and annual report devote space to civil rights issues involving Negroes.

The Citizen's Councils of America, Jackson, Mississippi. This headquarter of the White Citizens Councils issues reports and booklets providing current anti-Negro viewpoints.

The Johnson Publishing Co., 1820 S. Michigan Avenue. Chicago publishes Ebony, Jet, Tan, and Negro Digest, magazines devoted to Negro affairs and current events. Teachers desiring pictures will find Ebony particularly useful.

The Association for the Study of Negro Life and History, 1538 Ninth Street, N.W, Washington, D.C., publishes the scholarly Journal of Negro History and the Negro History Bulletin that is aimed at a wider audience of teachers and students. ASNLH provides both a catalog of its books and a catalog of hundreds of inexpensive pictures of Negro leaders, past and present.

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Muhammad Speaks, 634 E. 79th Street, Chicago. This newspaper is the organ of the Black Muslim movement.

Anti-Defamation League of B'Nai B'rith, 315 Lexington Ave., New York 10016. The ADL publishes a wide variety of booklets and materials on the Negro, Civil rights, race relations and related topics. It has a film library that provides movies and filmstrips at little or no cost. Publications, catalogs, and audio-visual materials catalogs are available free, on request.

Southern Regional Council, 5 Forsyth Street, N.W., Atlanta, Georgia 30303. Issues many booklets on the subject of race relations.

Freedomways: A Quarterly Review of the Negro Freedom Movement, by Freedomways Associates, 799 Broadway, New York City. Special issues are devoted to particular phases of the Negro Revolution.

The Center for Urban Education, 33 W. 42nd Street, New York 10036, publishes and distributes The Negro in Schoolroom Literature (Minnie W. Koblitz, editor), which offers an excellent array of books, with complete annotations, for the earlier grades.

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COMMERCIAL KITS

Educational Reading Service
East 64 Midland Avenue
Paramus, New Jersey 07652

1. American Negroes-8 filmstrips $48.00
2. Negro Heritage Transparencies $74.95
3. History of American Negro--8 filmstrips--$60.00
4. Listening to Negro History (grades five and up) 42 tapes--$198.00

Which Way to Equality--Scholastic $24.95
Records filmstrips texts.

The following are available on rental from Kent State University Film Library

BOOKER T. WASHINGTON 8517 18 minutes, b&w--$3.75
Presents episodes which illustrate Booker T. Washington's constant struggle to free his people from ignorance, poverty and fear. Recalls his hardships in obtaining an education, his problem in building Tuskegee Institute, and his tragedies in private life. (EBF)

BOUNDARY LINES AC262, 11 minutes, C--$400
By means of animated lines, figures, and scenes, film illustrates through everyday happenings how "line may be many things" and "a line is only an idea." Makes a plea for tolerance and a breaking down of all types of barriers between people. (iff: McGraw-Hill).

CIVIL RIGHTS MOVEMENT: HISTORIC ROOTS, B1606, 16 minutes, b&w--$3.00
The film raises the question: Where, when and why has the civil rights movement come into being to challenge the old order? Answers begin with a review of the slave trade, slavery and the abolitionist protest of the 19th century. The film covers the evolution of Lincoln's role in the movement, ending with his Emancipation Proclamation, (NBC: EBEC).

CIVIL RIGHTS MOVEMENT: MISSISSIPPI SUMMER PROJECT B1607, 17 minutes b&w--$3.75
Filmed in Mississippi, it depicts the Civil Rights movement in a single community and highlights vital issues, such as the freedom schools set up by volunteers, labor exploitation, police brutality, voter registration, and the challenge of achieving racial peace. (NBC:EBEC).

CIVIL RIGHTS MOVEMENT: THE NORTH B1600, 23 minutes, b&w--$4.50
The film opens with newsreel scenes taken in Chicago when Negroes moved into a white area, illustrating the tension characterizing race relations in the North. Other sources of Negro discontent are also documented; employment, inadequate educational facilities, and the de facto segregation which northern slums maintain. (NBC)

CIVIL RIGHTS MOVEMENT: THE PERSONAL VIEW C2262, 25 minutes, b& w,--$4.50
Reveals the attitudes of fear, hate, and suspicion between Negroes and whites. Exploring the problem of community race relations, the film focuses on a well-to-do Negro professional family living in a predominantly white neighborhood and concludes with a review of Negro stereotypes (taken from fiction and films) that distort image of the Negro. (EBF)

00085

CIVIL RIGHTS MOVEMENT: THE SOUTH C2257, 28 minutes, b&w--$5.25
Examines the forces that combined, after the Supreme Court's desegregation, to ignite the civil rights movement in the South. Clips are shown that illustrate representative moments in the history of the protest: Little Rock; the Montgomery, Alabama, bus boycott; the lunch-counter sit-ins; and the 1963 Registration Day at the University of Alabama. (NBC:EBF)

CONFRONTED B1532, 60 minutes, b& w--$9.00
The confrontation of several Northern communities with the issue of Negro Integration in schools, jobs, and housing has evoked varied reactions in both Negroes and whites. (NET: Indiana University)

EMANCIPATION PROCLAMATION C1224, 26 minutes b&w--$4.50
January 1, 1863, the hours preceding President Lincoln's decision to free the slaves. (You Are There-CBS; McGraw.

FREE AT LAST C2050, 30 minutes, B&W--$5.25
Tracing the history of the American Negro from emancipation to the end of World War II, this film presents the views of four major Negro figures--Frederick Douglass, Booker T. Washington, W.E.B. DuBois, and Marcus Garvey. It includes discussion of the depression, World War II, and the end of the so-called Negro renaissance of the twenties. History of the Negro people series. (NET: Indiana University).

FUTURE AND THE NEGRO C2049, 77 minutes, b&w, $9.75
This film moderated by Ossie Davis and filmed at the Carnegie International Center in New York City, features a panel discussion by noted commentators concerned with the future of the Negro, racism, amalgamation, the economic position of the Negro, and the relationship of American Negroes to Africa. History of the Negro people series. (NET: Indiana University).

HARRIET TUBMAN AND THE UNDERGROUND RAILROAD C2125, 52 minutes, b&w--$8.25
Tells the story of Harriet Tubman's first journey into Maryland and shows her escorting four relatives and another escaped slave to Pennsylvania. Lecturer, David Goff, in an Epilogue, describes her later work as a conductor for the Underground Railroad. (CBS News; McGraw-Hill).

HISTORY OF THE NEGRO IN AMERICA: FREEDOM MOVEMENT (1877-TODAY) III B1107, 20 minutes b&w, --$3.75
Abandoned by the North and shut out of political life in the South, the Negro is forced back into a share-cropper-tenant farmer life which bears some striking resemblances to the old conditions of slavery. Great migrations to the North and West, multiplication of segregation laws, mounting racial prejudice, lynching and mob violence intensify. After fighting in two wars, but realizing little significant social improvement his stepped-up battle for civil rights in the 1950's stirs the conscience of the nation. (McGraw-Hill).

98000

HISTORY OF THE NEGRO IN AMERICA: OUT OF SLAVERY (1619-1869) B1405, 20 minutes, b&w--$3.75
The introduction sets the theme of freedom and equality for all men sounded in the Declaration of Independence. The struggle for fulfillment of that promise is traced from slavery in the ancient world, to the development of the African slave trade and growth of slavery in the American colonies, presenting the Negro's part in the American Revolution; slave labor as the foundation of Southern wealth; and the everyday life of the Negro, slave and freeman, North and South. Uses authentic pictorial materials. (McGraw-Hill)

HISTORY OF THE NEGRO IN AMERICA: THE CIVIL WAR AND RECONSTRUCTION (1861-1876) 11.B1406, 20 minutes, b&w--$3.75
The political conflict over slavery--the root causes of the Civil War--moved the Negro to efforts to win his own freedom. Here is his labor behind the lines and at the front, his struggle for the right to bear arms, the Emancipation Proclamation, the passage of the 13th, 14th, and 15th amendments. Reconstruction brought about basic changes in the South through the creation of new and democratic state constitutions and governments, in whose functions both Negro and white shared, until its overthrow. (McGraw-Hill)

LOUISIANA DIARY C2047, 61 minutes, b&w, $9.00
Presents various aspects of the civil rights struggle in the South, showing the quiet hard work of CORE team members attempting to persuade the Negro to register to vote and street scenes of demonstrations, rallies, and tear gas encounters. (NET: Indiana University)

MAN ONE FAMILY Bj926, 16 minutes, b&w, $3.00
Refutes the theory of the master race. Traces the mingling races in such countries as Great Britain and demonstrates the great similarity in facial characteristics of the various races.(BIS)

PICTURE IN YOUR MIND BC288, 16 minutes, c--$5.25
Uses abstract art animation, narration, and music to review the development of prejudices within the human race, and says that a primeval impulse to be suspicious of the unknown must be kept under control so that the picture of other cultures in each person's mind will be full of light and understanding. (IFF)

THE PLANTATION SOUTH BC1144, 16 minutes, c--$5.25
Reviews the development of the agriculture and economics of the pre-Civil War South, and traces the growth from the early Virginia colonies. Shows present soil conditions in the South, views of Southern mansions, contemporary drawings, and recreated scenes. An emphasis is placed upon the English influence in architecture and customs upon the plantation system and the pressure of the industrial Revolution which caused a shift from tobacco to cotton. Points out that while the plantation owners and bankers benefitted greatly by the plantation system's socio-economic structure the shallow depth of these benefits laid the foundation for the system's own inevitable destruction. (EBF)

THE PLANTATION SYSTEM IN SOUTHERN LIFE, AL 1784, 11 minutes, b&w--$2.25
Re-enactments of life on a typical Southern plantation relates historic scenes to their modern counterparts. The film presents information on the organization of a plantation; economy dominated by one crop--cotton; the effect of the War Between the States on the economy; and the impact of all these on life in South today. (Coronet)

THE RUN FROM RACE C2041, 30 minutes, b&w--$5.25
Interviews Negroes and Whites on the redevelopment plans of Philadelphia. Captures the race and status story, sets the shambles of the colored center against the spanking new town houses, and asks the critical questions--why do some people stay and why do some people run from the problem? Metropolis: creator or destroyer? Series (NET: Indiana University)

SEGREGATION IN SCHOOLS C1215, 28 minutes, b&w, --$5.25
Relates the varied reactions of citizens of two Southern cities to the Supreme Court ruling at segregation in public schools. Discusses the attitudes of people in Gastonia, North Carolina, and Natchitoches, Louisiana, regarding the court's ruling. Shows several interviews of prominent persons in the committees regarding this issue. Presents Edward R. Murrow as the Interviewer. (See it NOW--CBS TV: McGraw-Hill)

SLAVERY C2056, 30 minutes, b&w--$5.25
Based on the testimony and vivid memory of former Southern slaves, this dramatic choral work portrays life under slavery and examines the tragic and sometimes humorous experiences of life in the old South. History of the Negro people series. (NET: Indiana University)

TIME FOR BURNING C2244, 56 minutes, b&w--$9.00
Begins in a white neighborhood, Omaha, Nebraska, which is slowly turning black. A young minister makes a proposal toward racial understanding that blasts the complacency of his congregation. This documentary film captures the attitudes, the opinions and the emotional reactions to the idea of continuing contact with a Negro church. (Luthern Film Associates; Contemporary)

WALK IN MY SHOES C1836, 54 minutes, b&w--$8.25
A Negro in his place in American society and his relations with whites. Representative of various Negro viewpoints and organizations state their positions. Shows a number of individuals in Negro social and church groups talking about their lives and ambitions. Percy Sutton, former president of the Manhattan branch of the NAACP, tells of a freedom ride into the deep South which revealed the depths of the mental and psychological fears involved. (ABC TV: McGraw-Hill)

These annotations have been cited from the 1967 Catalogue of Educational Films, Kent State University, Audio Visual Services, Kent, Ohio 44242

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FILMS AVAILABLE FROM THE ANTI-DEFAMATION LEAGUE--NEW YORK CITY, NEW YORK

REPORT FROM ATLANTA 29 minutes, black and white
Telecast of Civil Rights Commission hearings on voting rights in Montgomery, Alabama.

WALK IN MY SHOES 42 minutes, black and white
Powerful documentary on how the Negro reacts to prejudice; told through the words of many Negroes.

DALLAS AT THE CROSSROADS 28 minutes, black and white
In describing the desegregation of Dallas public schools, the film indicates how this can be accomplished peacefully.

THE OTHER FACES OF DIXIE 53 minutes, black and white
The story of progress in Southern desegregation told in the words of the students and teachers who helped bring it about.

FILM STRIPS (Annotated)

Adventures in Negro History--Pepsi-Cola Company, 500 Park Company, New York 10022
Adventures in Negro History Volume I Filmstrip-Record-Manual
Adventures in Negro History Volume II
The Frederick Douglass Years: 1817-1895
Film-Strip-Record-Manual

American Negro Pathfinders--Film Associates
1. Philip Randolph: Elder Statesman--1917 Protest Labor Movement
2. Dr. Martin Luther King, Jr. -- Non-Violent Crusader
3. Gen. Benjamin O. Davis, Jr. American Guardian--First to graduate from West Point
4. Mary McLeod Bethune: Courageous Educator
5. Justice Thurgood Marshall Mr. Civil Rights--Argues 1954 Cases
6. Dr. Ralph Bunche--Missionary of Peace--Peace in Arab-Israeli War 1948

Early American Inventors--Negro History Associates-P.O. Box 583, Manhattanville Station, New York, NY
Color film strip; 35 frames Manual and script describes patents and inventions; includes early Negro inventors who made great contributions to mankind.

FILM STRIPS (continued)

Educational Multi-Media Kit for Negro History Society for Visual Education Inc.--1345 Diversey Parkway-Chicago
Kit includes: Book, transparancies, portfolio (each with 24 portraits), and film strips.

Exploding the Myths of Prejudice--WASP Filmstrips--Palmer Lane, Pleasantville, NY--two filmstrips and 12" record

George Washington Carver Story--filmstrip--72 frames--color-silent script-Anti Defamation League of B'nai B'rith
315 Lexington Avenue, New York, NY--10016

The History of the American Negro Series--McGraw-Hill Filmstrip Series; Eight film strips--37 frames
McGraw-Hill Book Company, 327 W. 41st Street, New York, NY

Minorities Have Made America Great--Sound (record--$62.00) Stanley Bowman Company--Warren A. Schloat Production
important contributions by given groups: Italians, Germans, Irish, Negroes and Jews.

Minorities Have Made America--WASP Filmstrips--Palmer Lane West--Pleasantville, NY
Consultant--Dr. Ethel J. Alpenfels--Six color filmstrips and six records.

The Negro Faces the Twentieth Century--McGraw Hill filmstrip
This includes an interesting picture history of the Negro from World War I to FDR in 1932--any grade level.

The Negro Fights for the Four Freedoms--McGraw--Hill--36 frames--any grade level-story of Negro from 1940-1953.

Outstanding Americans of Negro Origin--Oakland Public Schools, Oakland, California--35 slides; grades 8-12
Series of portraits in color of famous Negro scientists, writers and civil leaders--Anderson, Drew, Hastie, etc.

The Revolutionary Period 1770-1840--Negro History Associates--P.O. Box 583-Manhattanville Station, New York, NY
32 frames; teacher's manual and script included. Records persons and events including some hitherto unknown Negroes; reveals how Independence was won by team work of people from many different lands.

Slavery to Emancipation Part I--Educational Heritage Inc.--833 Yonkers Avenue--New York, NY
Negro Heritage Library Film Strip Series Section II--The New World, Slavery to Emancipation
In four parts--40 frames per strip (1) Africa to America--Colonial Times, the Slave Trade 1719-1770
(2) The Revolutionary War: Anti-Slavery Agitation (3) Abolitionists: The Underground Railroad
(4) Civil War, 1861-1865

FILMSTRIPS (continued)

They Have Overcome--Sound (Record--$48.00)--Stanley Bowman Company
Students will achieve an appreciation of achievement of four prominent Negroes
(1) Dr. James Comer--(2) Dr. Dorothy Brown--(3) Claude Brown--(4) Gordon Parks

The Threshold of Equality--McGraw-Hill filmstrip
Background and development of today's Civil Rights Movement

RECORDS

Autobiography of Frederick Douglass--Folkways--Supplier--Stanley Bowman Company--$4.34
Ossie Davis reads the life of Douglass as a slave, his escape and struggle for freedom.

Great Negro Americans--Alan Sands Productions---$4.05
On this record is the story of ten Black Americans who achieved in politics, medicine, science, business, etc.

I Can Hear It Now--Columbia Records
Bands 9-10 show sample of Southern conflict on Civil Rights
Supreme Court Cases--Lexington
Series 1-Dred Scott Case, etc.--$11.90
Series 2--Civil Rights Cases, etc.--$11.90

W.E.B. DuBois--Folkways---$4.34
Moses Asch Interviews DuBois

Born to Live--Folkways--$4.34
James Baldwin, Gwendolyn Brooks, Albert Einstein, Bertrand Russell, and others discuss struggle toward better life.